UNDERSTANDING CURRICULUM PLANNING PRACTICES THAT PROMOTE EQUITY AND EXCELLENCE FOR STUDENTS WITH DISABILITY

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Submitted in fulfilment of the requirements for ED 12 Master of Education (Research)

Faculty of Education

Queensland University of Technology

2016

Keywords

Australian Curriculum
Curriculum planning
Equity and excellence
Inclusive education
Students with disability
Institutional Ethnography

Abstract

This dissertation examines teachers' daily curriculum planning practices. The Australian Curriculum has a clear goal of equity and excellence for all school students. Students with disability have a moral and legal entitlement to the Australian Curriculum, however teachers have not had practical guidance about how to making this significant cultural shift towards equitable education practices that promote learning for all (Lyons & Cassebohm, 2012). This thesis is an in-depth investigation of curriculum planning practices of four well-regarded Queensland primary teachers, in particular how they plan curriculum for students with disabilities.

Using an institutional ethnographic approach (D. E. Smith, 2005), several data maps were created to visually represent how these teachers navigated across thirty-one curriculum organising texts in their individual and classroom planning. By understanding the way texts reinforce the status quo through textual hubs and teacher preferences for re-contextualised texts teachers can be supported to personalise learning for students with disability that is both student centred and curriculum (syllabus) focused that meets their obligations of high expectations for all as outlined in the Australian Curriculum to achieve equity and excellence for all.

Key themes include students with disability, curriculum entitlement and practices that promote equity.

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List of Abbreviations

AC	Australian Curriculum
ACARA	Australian Curriculum, Assessment and Reporting Authority
AITSL	Australian Institute for Teaching and School Leadership
DDA	Disability Discrimination Act (1992)
IQEA	Improving the Quality of Education for All
MSSD	More Support for Students with Disabilities
NAPLAN	National Assessment Program – Literacy and Numeracy
NDS	National Disability Strategy
NDIS	National Disability Insurance Scheme
OECD	Organisation for Economic Cooperation and Development
PISA	Program for International Student Assessment
UNCRPD	United Nations Convention of the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Statement of Original Authorship

The work contained in this thesis has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

QUT Verified Signature

Signature:

Date: 29/03/2016

Acknowledgements

The search for wisdom is often associated with finding treasures, and some of the most wonderful treasures are often hidden in plain sight; just waiting to be seen. In seeking to understand the everyday/everynight world of my colleagues, I have had the privilege of being in the company of some very wise people, and I have come to find treasures in my own life for which I will be eternally grateful.

For those who have been on this journey with me; colleagues, family, friends and mentors I am truly appreciative of your wisdom, patience and encouragement of me to keep on looking.

Chapter 1: Introduction

The Australian Curriculum, released in March 2011 and subsequent updated versions, has a clearly identified explicit intent of equity and excellence for all school students. Schools have commenced implementing this newly devised curriculum using texts developed by the Australian Curriculum and Reporting Authority (ACARA) and secondary texts developed by education sector authorities. Of these texts, The Shape of the Australian Curriculum, also referred to as 'the shaping paper', remains a seminal document in which the rationale and intent of the Australian Curriculum are articulated, as well as an explanation of the three dimensions of the Australian Curriculum – the learning areas, the general capabilities and the cross curricula priority areas (Ministerial Council for Education Early Childhood Development and Youth Affairs, 2008). Principals and teachers are grappling with meeting the explicit requirements of equity and excellence for students with disability and understanding the intent and expectations of these texts (Berlach & Chambers, 2011). This study explores discursive relations in order to understand how these texts influence the curriculum planning practices of teachers specifically in relation to students with disability.

This study originated from my own experience and standpoint as a teacher, a school administrator and as an education sector bureaucrat supporting schools to understand the nuances of the Australian Curriculum as it applies to students with disability. A nationalised curriculum is new for Australia, as are explicit expectations of learning entitlement for all students, which includes school age students with disability. As I started to work with schools in understanding the requirements of the national curriculum, I began to appreciate the textual nature of the work that was organising the daily work of teachers and school leaders.

Furthermore, in my current role, I work alongside principals who managing system challenges of making learning more visible, to be instructional leaders and to demonstrate stewardship of the resources at their disposal, and coach and mentor teachers to implement the Australian Curriculum. Consequently, I have come to understand and appreciate the significance of the tensions that have existed in schools as school leaders and teachers go about their daily work, particularly in relation to implementing the Australian Curriculum, with high expectations of all students, including students with disability. As I engaged in my daily work, I came to realise the power of the Australian Curriculum texts and the influence these have in relation to teacher practices that are emerging in relation to learning entitlement and equity and excellence for students with disability. Understanding the influences of the power of these texts may ultimately empower principals and teachers alike, and benefit students.

This chapter is an introduction to both my motivation for the study, as well as the purpose and intent of the research project. Specifically, I am seeking to understand how teacher curriculum planning practices promote equity and excellence for all students within the context of the Australian Curriculum. Chapter One begins with discussing the idea of education entitlement for all students (section 1.1). Next, this chapter identifies the shifting paradigm and conceptualisation of disability and the flow on effect that this has on education policy (section 1.2). The research questions, as well as the aims for this are the study is then discussed (section 1.3), with key concepts and terms defined (section 1.4). An overview of the thesis chapters is then provided (section 1.5) with concluding remarks (section 1.6).

1.1 CONTEXT AND PURPOSE

This research is situated within an important recent policy change in education that identifies learning as an entitlement for all Australian children (Drummond, 2012). The

development and implementation of the Australian Curriculum, guided by the Melbourne Declaration on Educational Goals for Young Australians (2008), describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in Australian communities. This is a significant cultural change within schools as it challenges the expectations teachers and school leaders may have for the learning of all students, specifically those students with disability (Lyons & Cassebohm, 2012). For many teachers, they have assumed there has been no expectation that students with disability might engage with the Australian Curriculum. The notion of learning entitlement is directly associated with the learning areas of the Australian Curriculum, this means teachers are required to imbue a socially just classroom and to adjust their teaching strategies and, in some instances, content, to ensure all students are learning (Heiman, 2004; Lyons & Cassebohm, 2012; Subban & Umesh, 2006). To understand the everyday/everynight challenges now faced by teachers, it is important to trace the development of the objective of learning entitlement and the goal of equity and excellence for all, specifically in relation to students with disability.

As one of the original signatories to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) on the 30 March 2007, the Australia government, on behalf of all Australians, signed a commitment to promote the equal and active participation of all people with disability (Ainscow, Dyson, Goldrick, & West, 2012; Australian Government Department of Families Housing Community Services and Indigenous Affairs, 2010; Harpur, 2012; United Nations, 2008). The UNCRPD importantly marks a global movement to challenge beliefs and conceptualisation of disability, equity and active participation are an entitlement of all citizens, thereby moving the discourse about disability from notions of social justice to one of human rights (Harpur, 2012; Lyons & Cassebohm, 2012). However, prior to the ratification of the UNCRPD, there were already in existence

several pieces of Commonwealth and state legislation, and accompanying education policies addressing matters of equity and inclusion of people, including school age children, with disability. For example, within the state of Queensland specific legislation includes the Education (General Provisions) Act, 2006 and the Anti-discrimination Act, 1991 both of which are overarched by Commonwealth legislation, the Disability Discrimination Act, 1992 and the subsequent Standards for Education, 2005. Addressing the educational needs of students with a disability, beyond the legislation, has historically been a piecemeal policy approach. Since 2013, the Australian Government's project, Nationally Consistent Collection of Data (NCCD), is an attempt to collect prevalence data of school age students with disability. This is the first time a coordinated national policy approach to the identification of students with disability which has included identifying a category of disability and the level of adjustment has occurred (Australian Government Department of Education and Training, 2014). This national project captures prevalence data of students under four broad categories of disability those being cognitive, sensory, social-emotional and physical. Equal participation in education, ensuring equity and excellence through learning entitlement of students with disability is yet to occur.

Recent national media attention on the National Disability Insurance Scheme (NDIS) highlights the experience of people with disability and their families in Australia, specifically the inaccessibility of equal participation:

> We are now one of the poorest performers in disability support among comparable OECD jurisdictions. The employment rate for working-age people with a disability in Australia has declined since the mid-1990s and during the mid-2000s. Australia is ranked 21st out of 29 OECD countries. (PriceWaterhouseCoopers, 2011, p. 15).

Coinciding with this media coverage, for the first time in Australian history, there has been development and universal endorsement by all state and territory governments of the National

Disability Strategy (NDS). This strategy systemically calls for a unified national approach to improving the lives of people with disability, their families and carers. The National Disability Strategy aspires to look beyond the specialist disability sector in order to achieve a socially just society that is inclusive and enabling, providing equity and opportunity for each person (Australian Government Department of Families Housing Community Services and Indigenous Affairs, 2010). The NDS is a human rights call for action, acknowledging the economic imperative to improve life opportunities of Australians with disability. This is further endorsed by the realisation that projected demographic changes in Australia will see a progressively older population, and therefore, a more urgent need to maximise the potential of all Australians for the benefit of everyone ensues (PriceWaterhouseCoopers, 2011). The impact of this wide-ranging plan of the NDS for creating an inclusive society involves all aspects of Australian life, as we know it. The significance of this far-reaching endeavour cannot be underestimated and provides the backdrop for this area of study.

The National Disability Strategy (NDS) is a ten-year action plan designed to promote leadership for community-wide shift in attitudes, prompted by human rights concerns and the economic imperative to improve the life opportunities for Australians with disability. The strategy expects to guide public policy across government jurisdictions to bring about change in services and programs as well as community infrastructure. The scope of change involves inclusion in and access to the community through modifications to major infrastructure including public transport, improved accessibility to public spaces; buildings and housing; access to digital information and communications technologies; as well as an active civic life including social, sporting, recreational and cultural activities.

The NDS aims to assure and ensure people with disability, and their families, freely exercise their civil rights. This incorporates justice and legislation including anti-discrimination measures, as well as access to complaints mechanisms, advocacy and the

electoral system (Australian Government Department of Families Housing Community Services and Indigenous Affairs, 2010). Economic security is to be addressed by reforms to employment, business opportunities, financial independence, including adequate income support for those not able to work. Personal and community support and health services are other policy areas identified for reform (Australian Government Department of Families Housing Community Services and Indigenous Affairs, 2010).

The intent of this far-reaching agenda is to assist people with disability with inclusion and participation in the community. Including access to person-centred care and supports as required. This will involve integrating specialist disability services and mainstream services through informal and formal care and support arrangements. Sitting alongside this policy change is the promotion of health and wellbeing through adequate health services that integrate with disability services in order to facilitate wellbeing and enjoyment of life (Australian Government Department of Families Housing Community Services and Indigenous Affairs, 2010).

Importantly to this thesis, the NDS also identifies significant change needs to occur in access to learning and skills through appropriate early childhood education and care, schooling, further education, vocational education; transition from education to employment and life-long learning. Removing barriers to the contributions that can be made by people with disability, their families and carers is paramount and this includes increasing access to educational opportunities through a focus on learning and skills that will in turn promote improved life outcomes (Australian Government Department of Families Housing Community Services and Indigenous Affairs, 2010; National People with Disabilities and Carer Council, 2009). Harpur (2012) asserts the UNCRPD has facilitated a paradigm shift from disability advocacy to human rights, and the impact of this change in thinking is reflected in evolving government policies and strategies such as the NDS. This paradigm

shift is also evident in education policy particularly the Australian Curriculum (Lyons & Cassebohm, 2012).

Since 2008, through the development and implementation of an Australian Curriculum (AC), to which all learners are entitled, there is acknowledgment that the needs and interests of students vary. This requires teachers to plan from the curriculum in ways that respond to those needs and interests, using a personalised learning approach (Australian Government Department of Education and Training, 2015b). The curriculum sets out learning entitlement of all young people through the specification of curriculum content and the learning expected at key juncture points through the specification of Achievement Standards at each year level. There is an explicit expectation of active engagement of all students with the Australian Curriculum, including students with an identified/categorised disability (defined later in chapter 1).

Key assumptions regarding the implementation of the Australian Curriculum are that "each student can learn" and that "high expectations be set for each student" (Australian Curriculum Assessment and Reporting Authority (ACARA), 2012, p. 10). This concept, when discussed in practical ways, challenges schools as to how to maintain high expectations for all students, particularly for some students with disability. School practices for engaging students with disability in standard curriculum are variable and in some instances non-existent (Baglieri & Knopf, 2004). It is within this context, the National Disability Strategy and implementation of the Australian Curriculum the Australian Government budget of 2011/2012 the "More Support for Students with Disabilities (MSSD)" initiative was launched on order to assist Australian schools and teachers to be better able to support students with disability. This initiative overtly targets improvement in student learning experiences, educational outcomes and transitions to further education or work as a learning entitlement and a matter of equity for all, are identified as human rights for young Australians with

disability (Australian Government Department of Education and Training, 2015a). How teachers may translate learning entitlement for all as a human right into practice is unclear, and this important silence about practice provides the impetus and context for this study.

1.1.1 Moving from segregation to inclusion: education for students with disability in Australia

Contemporary social and education policy in Australia presents an opportunity for a radical shift in the discourse about education for students with disability. Yet, historical discourses in Australian education continue to shape and influence teachers' assumptions, values and beliefs about difference, diversity and therefore disability, as well as educational policies and practices (Taylor & Singh, 2005). Understanding this historical background will provide insights into how discourse about disability has emerged and how peoples' attitudes, values and beliefs concurrently reinforce each other.

Discourses focused on aversion to disability, and the consequent segregation of people with disability, were evident in Australia from the 19th century. As a colony under British rule, welfare institutions were initially established to care for abandoned children, firstly in Sydney and then later in Melbourne. By1880 charitable residential institutions opened in Sydney and Melbourne for children who were deaf and/or blind (Ashman & Elkins, 1990). Segregated institutions for handicapped[1] children were considered the most effective way of providing for the educational and welfare needs of these children, as it was believed to do otherwise was beyond the expertise of general classroom teachers, parents and other services (Jenkinson, 1996). The practice of institutionalisation of these children was maintained by the medicalisation of their care and service provision, and was supported by the general

[1] Example of language used at this time

community. Consequently, the segregation of these children into hospice like institutions, away from their local communities and their families, occurred throughout Australia.

By the end of the nineteenth century, benevolent residential facilities for 'deformed children'[2] were built in the other colonies of Australia. The language used in documents of the time is reflective of the pervasive cultural norms. It was commonplace, expected, to exclude people, and therefore children, with disability from society. Children with disability were to be feared and were considered subhuman deviants. For example, children living at the Victorian Asylum and School for the Blind were regarded as "inmates" (Unknown, 1873), children residing at the Idiot Asylum, Kew in Melbourne were identified as "imbeciles and feeble minded" (LaTrobe University, 2010) and children living at Minda Home in Adelaide were "inmates and weak minded" (Unknown, 1903). Colloquially, "minda" is now a slang word used in South Australia directed at people with an intellectually disability, but is also used in a derogatory way to belittle family, friends, or complete strangers (Urban Dictionary, 2013). The language both reveals and creates the values systems (D. E. Smith, 1999) that underpin approaches to education, and therefore how society responds to individuals. The discourse describing early endeavours to educate young people with disability was not one of entitlement nor equal human rights but rather one of labelling, categorising and segregating from the community.

At the time of Australian Federation in 1901, compulsory primary education was 'free', that being, in some locations a notional fee was charged, and education was available to all Australian children except those who were mentally retarded[3] (imbeciles, weak minded or feeble minded), deaf-dumb, blind or crippled, as these children were not expected or required to attend school (Barcan, 1980). The alternative for these children was residential care and

[2] Example of language used at this time
[3] Example of language used at this time

training in segregated facilities provided by charitable institutions in buildings that resembled hospitals or asylums (Ashman & Elkins, 1990). Segregated schooling, mostly within asylum like facilities, for students with disability that were deemed "educable" continued through to the 1970s in all states and territories of Australia. Conversely for children with complex needs or multiple disabilities, they were rendered "uneducable" were not availed of any form of formal schooling (Forlin, 2006; Konza, 2008).

Movement towards integration of students with disabilities into local school settings commenced in the second half of the 20th century consequent to a number of interrelated influences. The first of these influences was the principle of normalisation for people with an intellectual disability, this concept provided a language to describe and discuss the human rights of handicapped people[4] (Lyons & Cassebohm, 2012; Nirje, 1985). Exploration of the principles of normalisation originated with the work of Bengt Nirje in Sweden in the 1960s and was later redefined by Wolf Wolfensberger in Canada and the United States during the 1970s, which, at its essence is about establishing and maintaining services for handicapped people that are as culturally normative as possible, using the principle of normalisation (Nirje, 1985; Wolfensberger & Tullman, 1982). For children with disability this evolved into education within the least restrictive environment and delivered in a respectful and dignified way (Jenkinson, 1996; Lyons & Cassebohm, 2012). Segregated residential, educational and employment settings were identified as being restrictive, non-normative and artificial, and therefore should be challenged. This historical turn led to a discursive shift to a less separatist discourse evolving to one of equal rights for handicapped people, and eventuated with the provision of education or training for children with disability.

[4] Example of language used at this time

The Karmel Report, in 1973, was a turning point in education provision for Australian children, with recommendations for the universal provision of government funded education for all children, including school-age children with disability (Barcan, 1980; Forlin, 2006; Karmel, 1973). The issue of equity in provision of education and resources was raised and acknowledged for the first time for children with disabilities (Barcan, 1980). This was a significant crossroad in the educational discourse about disability towards a dialogue that engendered concepts about inclusion, moving towards a more generative and transformative discourse that saw the recognition of diversity and difference, and therefore disability, as being part of society. The International Year of Disabled People, in 1981, was another noteworthy impetus that challenged members of the Australian community to think more deeply about the provision of community services for people with a disability (Forlin, 2006). These social changes were soon followed by ratification of the United Nations Convention on the Rights of Children in 1990 (United Nations International Children's Fund, 2013). As a signatory to this Convention, Australia, declared endorsement of and support for the right for every child, including those with disability, to have an education to develop their skills and capacities to the full. As peoples' exposure to and experience with people with a disability combined with the growing disability movement, there was increased discourse about disability and the rights of people with disability which challenged and was challenging (Godley, Sweetland, Wheeler, Minnici, & Carpenter, 2006).

Similar to other states and territories throughout Australia, the educational provision for Queensland children with disabilities was at the behest of charitable organisations within institutions. These segregated educational facilities were maintained until the 1980s until eventually the Queensland Department of Education assumed governance and responsibility for schools for children with intellectual disabilities in 1984 (Swan, 1988). Students with disability were then allowed to attend government funded segregated specialist educational

facilities based on the specific categorisation of the disability (Florian, 2008; Swan, 1988). Students with disability were labelled and grouped together based on a medical diagnosis, and were permitted to attend the relevant educational facility designated for that specific category. For example, children from all over Queensland with Cerebral Palsy attended the State School for Spastic Children, which was a government school located on the grounds of a charitable organisation. The charity also maintained a residential facility, on site, for children attending the school; these children lived onsite away from their families.

By the mid-1980s a continuum of special education services emerged, ranging from full time residential care through to various forms of placements in full time education with a focus on the "least restrictive environment" (Jenkinson, 1996). Educational placement options were variable. Ranging from a segregated special school, or a co-located special education program in the grounds of a local school through to an in-situ special class that enabled students to move between segregated programs to an age appropriate year level program. A key criticism of the least restrictive environment model was that students must display appropriate competencies and behaviour expected for the intended environment (Jenkinson, 1996) because students were usually placed in a more restrictive environment than the one to which they aspired, the opportunity to demonstrate the required competencies and behaviour rarely occurred, thereby locking the child into the more restrictive placement (Jenkinson, 1996). A further criticism of this approach was that over time considerations about educational placement became driven by categorisation of children in order to support system resourcing requirements rather than student learning needs (Florian, 2008; Graham & Macartney, 2012; Jenkinson, 1996). The reliance on diagnoses of conditions and the subsequent labels for categorisation enabled stereotypic perspectives to thrive thereby reinforcing assumptions and misperceptions, and discourse focused on deficits and deficiencies (Graham & Macartney, 2012).

Through the 1990s and into the 2000s the discourse of inclusive education practices emerged from a special education paradigm (Ashman & Elkins, 2012; Florian, 2008; Lyons & Cassebohm, 2012). Students with disabilities commenced attending local schools, teachers attended professional learning programs about how to cater for students with disability, however, in some instances there remained little difference in practice. The descriptive discourses about students with disability espoused values and beliefs that were supportive of inclusive education practices yet teachers' daily practices remained incongruent with the inclusion agenda (Carrington & Robinson, 2006). There is continuing need for changed educational practice and support for school communities to understand and implement the full scope of this change to inclusive education practices. Inclusion is informed by beliefs and values which are grounded in social, cultural and political experiences (Ballard, 2012) which shape the discourse about disability, and therefore teacher practices and their assumptions about students with disability (Baglieri & Knopf, 2004). Graham and Macartney (2012) assert that being able to recognise and challenge deficit language and assumptions that underpin this discourse is essential in realising an inclusive society, and in doing so, new discourses and ways of understanding and describing disability and difference will emerge.

Inclusive education practices is part of the discourse of human rights, which requires consideration of how to measure equity for students with disability in schools. The recently released Australian Curriculum aspires to equity and excellence for all Australians. The question remains do teachers really believe this is an inalienable right for students with disability, and do they have the capacity to deliver on this promise. Inclusive education practices are aligned with an equity agenda for all students, particularly students with disability (Federico & Alfredo, 2013). Inclusive education is defined in terms of minimising the barriers to learning for students with disability so that there is full access to authentic learning opportunities.

By the early 2000s, in Australia, there was evidence of increasing support for the principles of inclusive education across both national and state jurisdictions. Although education authorities and therefore, by default, individual schools foregrounded inclusive education ideals in vision and mission statements (Berlach & Chambers, 2011), actually moving these aspirations into practices and processes that are accountable for the learning outcomes of students with disability remains challenging (Cologan, 2013; Forlin, 2004). Inclusion assumes acceptance and respect of difference and diversity (Harpur, 2012) and inclusive education practices celebrates this difference and diversity in local school communities and collaborative efforts to address the educational needs of all students with high expectations (Florian, 2008; Norwich, 2008; Saggers, Macartney, & Guerin, 2012).

While there has been a general shift in the community discourse, actualising inclusive education practices as a human rights issue remains a complicated process involving many and varied agencies, and necessitates examination of personal theories and assumptions about difference, disability and schooling (Carrington & Robinson, 2006; Florian, 2008; Skrtic, 2005). When teachers have disparate beliefs, assumptions and values about inclusion and disability this can lead to dissonance, confusion and marginalisation of students with disability limiting their opportunities to learn and participate (Ashman & Elkins, 1990; Carrington & Robinson, 2006; Graham & Slee, 2008; Norwich, 2008). Therefore, it is vital to "develop in the minds of teachers a clear picture of what inclusion is" (Angelides, 2012, p. 23) in order to recognise and challenge deficit conceptualisations and assumptions of disability in order to actualise inclusive education practices so that full learning entitlement for students with disability can be achieved.

1.2 RATIONALE FOR THE STUDY

The Australian Government Disability Discrimination Act, 1992 (DDA) makes it unlawful to discriminate directly or indirectly against people with disability in a range of contexts, and specifically educational settings. School leaders and teachers do not have practical guidance about how to meet their obligations, outlined by legislation, of how to develop and maintain equitable education practices that promote learning for all. An understanding of the legislative context is a significant first step.

In Australia, students with disability are entitled to have access to education services on the same basis as students without a disability and with reasonable adjustments (Australian Government Department of Education and Training, 2013). This model is predicated on a conceptual social model of disability, which in essence means that diversity and difference are considered to be the norm (Carrington et al., 2012). This study aims to understand the everyday/everynight (D. E. Smith, 1999) work of teachers, as framed by the current legislative context and the aftermath of system policies that result. Commonwealth legislation influences state and territory anti-discrimination legislation and this outlines the necessity of the provision of education to school age students and subsequent departmental policies and procedures (Jenkinson, 1996). Australia was a signatory to The Salamanca Statement by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). This seminal document clearly articulated a preferential philosophy of inclusive educational practices for schooling children with disability rather than segregated education in specialist facilities and settings. The Statement argues that difference and diversity are normal, and it is therefore the responsibility of local schools to accommodate the full range of abilities of all children so that they can be educated with peers and within their local community (Forlin, 2006). In 2005, the Australian Government released the Disability Discrimination Act, Standards for Education. These standards are a consequence of testing

the limits of conceptual understandings of the legislation through a variety of test cases thereby providing necessary interpretation of the Disability Discrimination Act (1992) for education authorities (Deppeler, Loreman, & Sharma, 2005). The Disability Discrimination Act, Standards for Education (2005) articulates that students with disability are to have equal access to education facilities and reasonable adjustments to the curriculum are mandatory. This legislation has led to changes to both state and education system policies and procedures (Morton et al., 2012) providing the basis for school based policies and procedures.

Commencing with the first iteration and then maintained in subsequent versions of the Australian national goals of schooling are numerous aspirational statements promoting educational opportunity for all Australian children. The Hobart Declaration on Schooling (1989) followed by the Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (1999) raised awareness of the educational needs of all school-age children. However, there was sporadic support for the implementation of these goals for all students, particularly in relation to students with disability. The promotion of equity and excellence through The Melbourne Declaration on Educational Goals for Young Australians (2008) for all young Australians emphasises the importance of knowledge, understanding and skills of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning (Keddie & Churchill, 2009). An expectation of equity and excellence and a learning entitlement for all students to become active and informed citizens as promulgated through The Melbourne Declaration (2008) (Australian Curriculum Assessment and Reporting Authority (ACARA), 2012) coincided with the launching of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (United Nations, 2008).

The UNCPRD firmly positioned the social model of disability, which has changed the discourse of disability from a deficit perspective or medical model to recognise persons with

disability as being fully functional members of society with rights (Harpur, 2012). However, these aspirational statements fail to provide guidelines for teachers and school leaders as to how to achieve these equity goals in education, and there is no precedence to draw upon. This thesis, positioned within this problematic space, seeks to understand how teachers negotiate the meaning of the Australian Curriculum texts in their everyday/everynight practices as they plan for equitable education for students with disability.

1.3 RESEARCH QUESTION

This study situated within this changed national policy context and an emerging need within an education district to provide advice and support to principals and teachers in implementing an Australian Curriculum that meets the learning entitlement of students with disability, a curriculum implemented with high expectations and meets the rigor of equity and excellence for each student.

Equity is linked to notions of social justice and human rights (Ainscow et al., 2012), and is described in the Australian Curriculum as recognising the variability of learners, having high expectations for all and meeting the obligations of learning entitlement (Australian Curriculum Assessment and Reporting Authority (ACARA), 2012). The challenges to include all students are frequently documented, as are disability specific instructional methodologies (Konza, 2008). Teachers are generally more agreeable to include students with disability when they feel well supported either by way of resources or professional support (Lloyd, 2008). This research project focused on what texts did teachers use to assist with, or resource, their daily curriculum planning for students with disability. Teachers' own values and beliefs about, and their own personal experiences of people with disability may influence curriculum planning decisions that are made in relation to specific students or cohorts of students (Carrington & Robinson, 2006; Florian, 2008). As schools move into

more localised governance, school communities are required to increasingly make decisions about how best to deliver curriculum to all the learners in their care. Therefore, teacher self-understanding of beliefs and values and the impact these have on daily decisions and curriculum practices are essential (Duignan, 2006; Webster & Ryan, 2014), as is an appreciation of possible assumptions about students with disability (Barbara & Krovetz, 2005). Skrtic (2005) also discusses the importance for school leaders to work in concert with teachers to critically analyse and reflect on concepts that underpin policy in order to reveal their problematic and controversial nature. Therefore, it is important for school leaders and teaches alike to understand the underpinning practices, values and beliefs that inform curriculum planning decisions made by teachers.

Research questions

The following research question, or problematic (Campbell & Gregor, 2004) was the focus of this investigation:

> How do curriculum texts mediate the daily practices of teachers who are working towards promoting equity and excellence through the provision of learning entitlement for students with disability?

There are two aims of my research project:

- to identify texts that teachers choose to reference and how these texts mediate the daily curriculum practices of teachers specifically in relation to students with disability; and
- to investigate teachers' interpretation of texts in relation to curriculum planning and how these texts are actualised in their daily curriculum planning work practices for students with disability.

Outcomes of the inquiry can assist teachers and school leaders, alike, with understanding curriculum planning practices that promote authentic learning for students with disability in this early implementation phase of the Australian Curriculum. Therefore, it is an urgent and important area for further research.

1.4 DEFINITIONS

The following terms used throughout the thesis are defined here for the purpose of this inquiry.

Equality is about equal sharing, with exact division, which is not the same as equity.

Equity is defined as a sense of fairness in schools where ideas and practices are just, impartial and even-handed, fair and reasonable (Ainscow et al., 2012; Graham & Macartney, 2012; Taylor & Singh, 2005). Equity is about ensuring each person's needs are considered, and they get what they need.

Everyday/everynight refers to "the actual ongoing practices of actual individuals as they go forward in just the everyday/everynight sites in which they happen and in the time they perdure" (D. E. Smith, 1999, p. 6).

Guidance Counsellor is a specialist staff member with qualifications in psychology and/or counselling, as well as teaching. The Guidance Counsellor focuses on fostering the development and mental health of all students through direct and indirect processes and through systemic and individual interventions (Brisbane Catholic Education, 2015b).

Inclusive education (practices) implies the acceptance of students with disability in primary or secondary classrooms at the local school. Appropriate changes or adjustments are made to the physical space and/or curriculum to ensure that the student is fully engaged in learning activities (Ashman & Elkins, 2012), alongside their same age peers. Making

adjustments signals efforts are being made to minimise barriers to learning and school activities for students with a disability to achieve equitable educational outcomes (Carrington et al., 2012).

Inquiry is defined as seeking information or knowledge. An institutional ethnography inquiry "works from the actualities of people's everyday lives and experiences to discover the social as it extends beyond experience" (D. E. Smith, 2005, p. 10).

Learning Support Teacher is a specialist teacher who works in collaborative partnership with teachers, school leaders, parents and specialists external to the school to enhance the educational outcomes for students with disability (Brisbane Catholic Education, 2015b).

Least restrictive environment, a term frequently used in North America, is when a student with a disability is given the opportunity to be educated with their same age peers in a regular education setting, to the greatest extent possible (Skrtic, 1995). However, should the nature of the disability prevent the student from achieving the same educational goals as their peers the student is placed in a more restrictive environment.

Principle of normalisation involves making available to people with a disability the same patterns and rhythms of life as people without a disability. This includes a normal rhythm of a day, a week, a year, and the life-cycle itself as well as normal conditions of life, such as housing, schooling, employment, exercise, recreation and freedom of choice (Nirje, 1985).

A **problematic** is the focus of the institutional ethnography inquiry; it begins in the actual daily lives of people. The inquiry focus is how people participate in or are influenced by institutional organisations. For example, understanding how and which institutional texts

influence the daily work of teachers, as a lived experience taken from the standpoint of those who experience it (D. E. Smith, 2005).

Students with disability refer to those students for whom the school receives additional funding from the sector authority, based on a strict categorical criteria resulting from a formal diagnosis of a disability. This does not match the Disability Discrimination Act, 1992 definition of disability, which is much broader and non-categorical.

Texts are any material objects that bring into actual contexts of reading a standardised form of words or images that can be and may be read/seen/heard in many other settings by many others at the same or other times (D. E. Smith, 1999). Examples of texts include the Australian Curriculum website detailing the three dimensions of the curriculum, which includes the Learning Areas, General Capabilities and Cross-Curricula Priorities. Additional examples of texts are The Shape of the Australian Curriculum, Version 4 and Students with Diversity and the Australian Curriculum produced by ACARA. Texts can also be a process, a product or a location (DeVault, 2006).

Ruling relations "directs attention to the distinctive translocal forms of social organisation and social relations mediated by texts of all kinds (products such as print, film, television, computer and so on; as well as a process or location) that have emerged and become dominant in the last two hundred years. They are objectified forms of consciousness and organisation, constituted externally to particular people and places, creating and relying on textually based realities" (D. E. Smith, 2005, p. 227).

1.5 THESIS OUTLINE

This first chapter introduced my inquiry, outlining the rationale, purpose and my motivation for undertaking the research project, and its significance for the teaching

profession and for student equity. I introduced the main question and the purpose, and included key definitions.

Chapter Two is an overview of literature contextualising this research inquiry, discussing the paradigm shift from segregated education provision for students with disability to an inclusive education practice model. In doing so, equity and entitlement, concepts highlighted with the implementation of a nationalised curriculum, underscore teacher curriculum planning practices. The challenges for teachers to meet their obligations for students with disability are discussed.

In Chapter Three, I explain the research approach of institutional ethnography and introduce the volunteers who participated in this inquiry. I also discuss the relevance of institutional ethnography as a valid choice with an overview of the research design. Institutional ethnography connects the lived reality of teachers as they plan curriculum for students with disability with how their daily activities were coordinated by the texts they used.

Chapter Four outlines the results of the data collected, discussing in detail the texts identified by the teachers and how these texts are connected to each other. Following this, Chapter Five is an analysis of the data collected, which concludes with key recommendations in Chapter Six.

1.6 CONCLUSION

In conclusion, in this chapter, I have situated the need for the inquiry within a broader global context of the evolving human rights agenda, and more specifically how this agenda is influencing the current education reform agenda in Australia as it applies to students with disability and finally the with the implementation of a nationalised curriculum. Secondly, I have argued the value of understanding the everyday curriculum planning practices as

mediated by the texts of the Australian Curriculum that promote equity and excellence for students with disability will lead to improved learning outcomes for students.

Chapter 2: Literature Review

In Chapter One, I provided an outline of my research project, which included setting the current context under which this inquiry will take place. This chapter commences with an examination of the issues of equity in education (section 2.1). Current tensions in school curriculum planning including the influence of the national professional standards are then identified (section 2.2) followed by an outline of teacher planning practices that promote equity through the provision of learning entitlement for students with disability (section 2.3). Finally, the conceptual framework for this research is presented (section 2.4) before implications of the inquiry are summarised (section 2.5).

2.1 CHARACTERISTICS OF EQUITY IN EDUCATION

School equity is often associated synonymously with inclusive education practices (Ashman & Elkins, 2012; Norwich, 2008). Equity is defined as a sense of fairness in schools where ideas and practices are just, impartial and even-handed, fair and reasonable (Ainscow et al., 2012; Graham & Macartney, 2012; Taylor & Singh, 2005). The simplicity of this statement is beguiling and with reflection, the complexity of this tenet is both illuminating and thought provoking. What is 'fair' to one person may not be considered to be 'fair' to another this difference highlights the need to consider matters of equity in context (Taylor & Singh, 2005). To understand the issues associated with equity it is necessary to apply the principle to the daily challenges encountered by teachers, principals and school communities. Ainscow et al. (2012) advocate that equity invokes a broader question for teachers and principals to ask, that is, 'is this equitable?', and suggests the following three more detailed questions be explored:

> **Who gets what?** How are educational opportunities, resources and outcomes distributed between individuals and across groups? Are there justifiable reasons for that distribution, or is it arbitrary, or shaped from factors that should play no part?
>
> **Who is treated in what way?** Beyond the distribution of resources, how far are learners equally valued? Are their differences respected and welcomed or is there a hierarchy of valuing in which some characteristics and cultures are more welcome than others?
>
> **Who can do what?** Who has the power to make decisions, how far can learners shape what happens to them? Beyond this, does the education system enable learners to be and do what they value, or does it place limits on the real choices that some – perhaps many – can choose to make? (Ainscow et al., 2012, p. 8).

These questions invite school leaders and teachers to consider both the opportunities being provided through the curriculum to access the educational opportunities and resources, as well as the daily enacted practices of those curriculum opportunities. Through the iterations of the Australian Curriculum shaping papers, the Australian government, "recognises the entitlement of each student to knowledge, skills and understanding that provide a foundation for successful and lifelong learning" (Australian Curriculum Assessment and Reporting Authority (ACARA), 2012, p. 10). There is clear policy intent, but what is not known is how that intent is enacted. The first question posed by Ainscow et al. (2012), 'who gets what?' invites an investigation into how equitable entitlement is actualised in terms of education opportunities and resource distribution for students with disability. This thesis study sought to understand the daily work practices of teachers so as to have an appreciation of the factors that influence decisions about 'who gets what' in relation to equity, and more particularly learning entitlement for students with disability.

The second question, 'who is treated in what way?' requires consideration of how students with disability are valued as learners and whether curriculum adjustments (e.g.

content from the age equivalent learning area is used), instructional or pedagogical adjustments and adjustment to the learning environment (e.g. preferential seating) are evident. ACARA provides specific advice to teachers and school leaders about learning expectations for students with disabilities through The Student Diversity and Australian Curriculum document , which draws on propositions from The Shape of the Australian Curriculum Version 4 (Australian Curriculum Assessment and Reporting Authority (ACARA), 2012). These propositions are:

- each student can learn and that the needs of every student are important
- each student is entitled to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community
- high expectations should be set for each student as teachers account for the current level of learning of individual students and the different rates at which students develop
- the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests (Australian Curriculum Assessment and Reporting Authority (ACARA), 2013, pp. 4-5).

While these statements provide direction and expectations for teachers and principals, they do not address teacher values and beliefs about students with disability. Teacher perceptions about disability are well documented as being a crucial and critical factor if inclusion of students with disability in schools is to be successful (Ainscow, Booth, & Dyson, 2004). Values and beliefs underpin actions, which go to the crux of Ainscow's second question of "who can do what", if the teacher does not believe it possible then opportunities to make it so are limited, thereby reducing learning entitlement.

Ainscow's final question, "who can do what?" encompasses aspects of teacher curriculum planning which involves ensuring decisions maximise choice and access to resources that lead to improvement in learning outcomes for all students (Ainscow et al.,

2012; Dinham, 2008). Within the Australian Curriculum policy landscape, the Melbourne Declaration offers aspirational national goals of schooling, the Australian Curriculum declares the learning entitlement of each student and the road map of how this is all enacted is the daily work of teachers and principals. The interpretation of these questions are underpinned by core values and beliefs, which influences teachers' understanding of the texts of the Australian Curriculum, and the choices teachers make about their curriculum planning practices.

2.2 BELIEFS ABOUT STUDENTS WITH DISABILITY

The impact of teacher attitudes towards the inclusion of students with disability are documented in multitude research studies. Ostensibly, where teachers have positive attitudes they are more likely to have had successful experiences leading to beliefs in the benefits of inclusive education practices for all students (Forlin, 2004, 2006). These studies investigate the academic, social and emotional progress of the student with a disability as well as their peers noting that students with disability have positive outcomes from being included (Heiman, 2004). However, teachers continue to express their concerns about their capacity to make appropriate adjustments to academic, social and behavioural programs to accommodate the student with a disability (Heiman, 2004; Konza, 2008). When pushed further, teachers raise objections to the requirement to include students with disability referring to class sizes, budget restrictions, teacher workloads, resourcing and the increasing focus on standardised testing outcomes as reasons for exclusion (Heiman, 2004; Konza, 2008). Issues of additional resourcing for students with disability become the foci of discussions rather than consideration of how best to facilitate engagement with the curriculum.

In order to consider learning entitlement and equity for students with disability the equity agenda needs to permeate school culture, promoting a clear understanding of the differences in the constructs of what is equality and equity, and their differences. Without

this understanding other key concepts are difficult to embrace and issues of equal resources interfere with deeper understandings of equity (Ainscow et al., 2012; Barbara & Krovetz, 2005; Norwich, 2008). Promoting a shared understanding, common language and challenging beliefs is therefore significant.

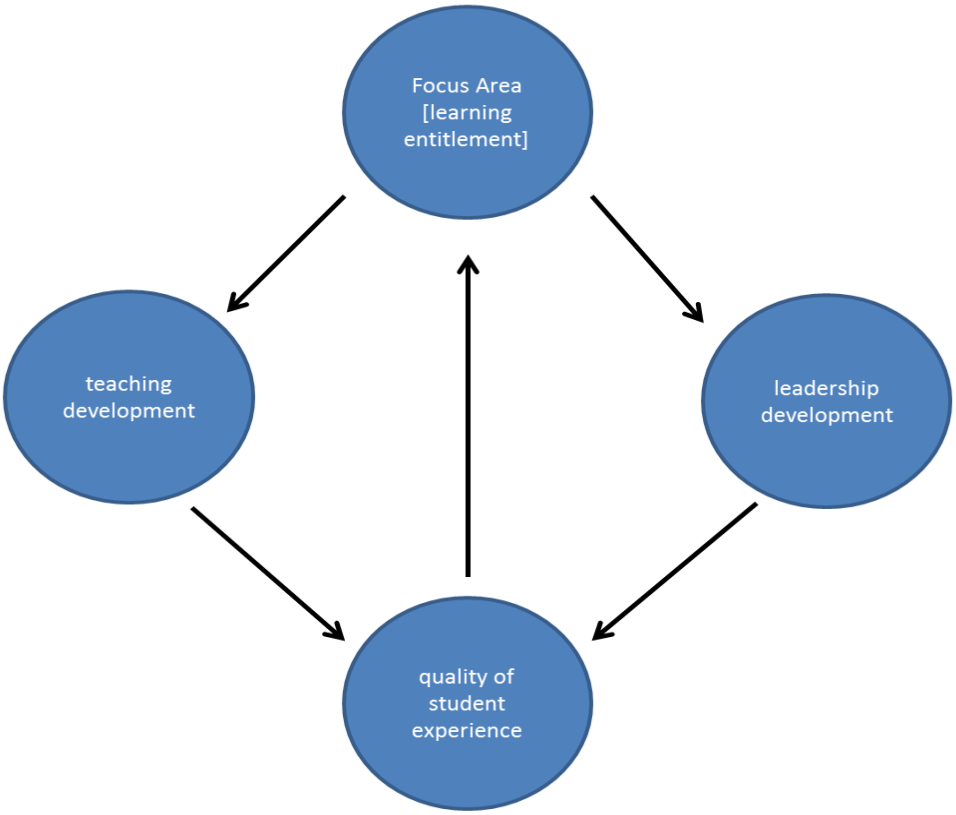
Contemporary research indicates that teacher beliefs about students tend to be stable over time and particularly resistant to change especially when these beliefs are deeply held and related to issues of personal identity (Godley et al., 2006). These entrenched systems of beliefs encumbers teachers' attitudes toward pedagogy and students, in order to challenge teacher beliefs one must de-centre rather than devalue beliefs in order to create the 'aha' moment to promote changes in practice because when the impact is more significant and the outcome is more worthwhile (Godley et al., 2006). However, it is only when there is cognitive dissonance between personal expectations and sense of efficacy does teacher learning occur (Carrington & Robinson, 2006; Opfer & Pedder, 2011). This change provoking disequilibrium, if resolved, promotes a reconstruction of values, beliefs and knowledge that lead to changes in practices (Carrington & Robinson, 2006; Skrtic, 2005). However, if the dissonance remains this may result in the rejection of new learning and potentially 'bunkering in' thereby make the teacher more resistant and less open to future professional learning opportunities. In order to achieve equity the foci necessarily includes a focus on relationships, values, beliefs and feelings yet all the while attending to the school culture (Angelides, 2012). When this occurs school communities have authentic insight into the daily challenges faced by school staff (Barbara & Krovetz, 2005).

Values and beliefs about learners, learning and the purpose of schooling guide teacher identity; finding and understanding teacher self-identity requires personal investment as ideas and values are tested and beliefs shaped (Webster & Ryan, 2014). Teacher identity is a philosophical construct; teachers explain and justify the reasoning for their actions, and the

aspirational purpose of schooling and education, which often includes notions of equity and how students are treated through a lens of reflective and reflexive practices.

The three questions posed by Ainscow et al. (2012) of who gets what, who is treated in what way and who can do what (p.8) is a productive starting point for dialogue about equity. The framework developed by Ainscow et al. (2012), Improving the Quality of Education for All provides a structure to consider impact of these factors on equity. Specifically, these include leadership practices and organisational structures that impact on the daily work of teachers and principals. For example, in this research inquiry, the area of focus is developing an understanding of how teachers are meeting their obligations of learning entitlement for students with disability, teacher development and school practices impact on the quality of the student learning experience.

Figure 2.1. Improving the Quality of Education for All (IQEA) framework
(Ainscow et al., 2012, p. 27)



The IQEA framework challenges an examination of a range of factors that affect equity. These factors can be categorised as within school, specifically school practices and structures, "between school" inequities inherent in the school and the wider school system and finally "beyond school" inequities consequent of the socio-economic context (Ainscow et al., 2012). This investigation seeks to understand the *within school daily practices* of teachers as they implement the Australian Curriculum that promote equity and excellence for students with disability. This study was therefore important, particularly in this early stage of implementation of the inaugural nationalised curriculum particularly as there are yet to be clear implementation statements specifically addressing the matters of equity and excellence for students with disability (Conway, 2012). Consequently, this inquiry supports principals and teachers to have a deeper understanding of how their practices promote equity for students with disability so that all students are afforded the opportunity to achieve equitable outcomes.

2.3 CURRICULUM PLANNING TO PROMOTE EQUITY

To understand how curriculum planning mediates the daily practices of teachers to promote equity it is important to define what is curriculum. Curriculum, whether it be a school curriculum or a national curriculum is "…the sum total of resources, intellectual, scientific, cognitive and linguistic, textbook and adjunct resources and materials, official and unofficial that brought together for teaching and learning by teachers and students in classrooms and other learning environments" (Luke, Weir, & Woods, 2008, p. 11). Young (2014) identified two purposes for curriculum, to transmit knowledge and to create new knowledge. Teachers use the resources to plan for how they will transmit the required knowledge through teaching and learning activities, while simultaneously creating knowledge as they recontextualise the resources by deciding what has importance, what curriculum texts

mean, and make decisions about will assist students to make meaning (Bernstein, 2000). The everyday/everynight work of teachers is organised and regulated by the resources used for teaching and learning. This thesis is interested in understanding how official curriculum resources such as the Australian Curriculum are interpreted through other texts and also through "…the ways in which teachers speak about their work…..which are essential to negotiating academic 'rigour' in their curriculum…" (Comber & Nixon, 2009, p. 334). It is assumed that the official and unofficial texts of the curriculum used by teachers are purposeful and activate or mediate their subsequent daily work.

The research literature confirms teacher practices have considerable impact on student outcomes and are a crucial factor in creating and sustaining a successful learning environment for all students (Robinson, 2010). Curriculum planning practices that promote equity and excellence for all learners require teachers to have clear purpose and a good understanding of learning and teaching (Dinham, 2013; Duignan, 2006; Robinson, 2010). Duignan (2006) advocates that teachers need to exemplify ethical and socially responsible behaviour to promote and support authentic learning and teaching that is inclusive of all students.

Improving all students' learning outcomes is a significant priority of government and education authorities albeit within an array of changing contexts and shifts in understanding of the roles of principals, teachers and schooling (Dinham, 2013; Dinham, Anderson, Caldwell, & Weldon, 2011; Duignan, 2006; Eacott, 2011). Schools are being challenged like we have never seen before to navigate the array of broad contextual issues including the evolving contemporary global cultural, technological, economic and political forces (Treadwell, 2012); but as importantly Australian school leaders and teachers are required to harmonise these agendas with national goals for schooling, national standards, national

testing and a national curriculum (Dinham et al., 2011). The entire education landscape is being driven by a shifting education paradigm that is both fundamental and transformational.

In Australia, political forces comprise of the increasing devolution and decentralisation of management and legal responsibilities to schools (Conway, 2012; Dinham et al., 2011). School leaders are grappling with understanding the impact of how decentralisation will impact their daily practices yet all the while the Australian government 'National Partnership' initiatives and the more recently announced Queensland government initiative of 'great teachers = great results' (Department of Education and Training, 2013) are connecting educational performance with productivity (Dinham et al., 2011). Increasingly what happens in schools, particularly what teachers do is being recognised as the key to improving school effectiveness and student learning outcomes (Dinham, 2008, 2013; Duignan, 2006; Leithwood, 2005; Robinson, 2010). This study investigates how teachers plan curriculum for students in order to promote equitable education outcomes for all learners, more specifically students with disability, within the demanding complexities of their day to day practices as they negotiate the increasing demands associated with the shifting global context of contemporary schooling.

Teachers and school leaders require a level of mastery of an ever-changing repertoire of skills under conditions of political and funding uncertainty (Eacott, 2011). The governance of Australian education is constitutionally complex. Although each state and territory is responsible for school education, the Commonwealth government has the fiscal capacity to make policy and ideological interventions into education (Eacott, 2011), such as the introduction of a nationalised curriculum. Although the Commonwealth government does not have constitutional responsibility for education, the fiscal dependency of the states and territories on the Commonwealth government enables a level of intervening either through offering additional funds, as is the case with the More Support for Students with Disabilities

initiative and the various National Partnerships or the threat of withholding funds (Conway, 2012; Eacott, 2011). Education strategies initiated under the guise of National Partnership projects and the like, to which all states and territories of Australia yield in order to obtain additional funding, impacts upon education sectors response to the enactment of national goals for schooling. For example, the More Support for Students with Disabilities initiative provided a vehicle for some education authorities to collaborate with allied health professionals to improve the learning outcomes of students with disability (Australian Government Department of Education and Training, 2015a).

The current goals for schooling as outlined in the Melbourne Declaration of Educational Goals for Young People, 2008 supersedes all other national agreements. Eacott (2011) pinpoints the Melbourne Declaration of Educational Goals for Young People, 2008 as being, to date, a significantly notable public declaration about schooling for all Australians; particularly the first goal of 'Australian schooling promotes equity and excellence'. This national education goal is couched in the language of both social and economic reform, with equity being the focus of social reform and excellence as a mandate for economic reform, concepts that do not easily combine (Bowe, Ball, & Gold, 1992; Webster & Ryan, 2014). Education is openly on the productivity agenda as attested by recent initiatives through the National Partnerships which has focus on measuring educational outcomes (Eacott, 2011). Within this politicised Australian context, educators are required to sit at the intersection of the economic/productivity discourse and school improvement, with matters of student learning, entitlement and equity.

Alongside this discourse of school improvement and student learning outcomes was the introduction of professional standards for teachers in every state and territory of Australia introduced through the Australian Institute for Teaching and School Leadership (AITSL). The purpose of these professional standards is to regulate teacher practices (Australian

Institute for Teaching and School Leadership, 2012, 2013a; Conway, 2012). State and territory based authorities regulate mandatory annual registration, in Queensland the Queensland College of Teachers (QCT) is this authority. This is yet another example of the complex arrangements for education governance in Australia. Registration with the QCT is required for teachers in order to teach in Queensland schools; however, to maintain ongoing registration teachers are required to demonstrate how they professionally attend to each of the AITSL standards over a five year period (Australian Institute for Teaching and School Leadership, 2012), which is a Commonwealth government sponsored authority.

The seven AITSL professional standards for teachers are categorised into three broad areas; the first of these is professional knowledge which encompasses two standards, know students and how they learn, and know the content and how to teach it. The second is about professional practice, which is the following three professional standards plan for and implement effective teaching and learning, create and maintain supportive and safe learning environments, and assess, provide feedback and report on student learning. Finally, professional engagement has the remaining two professional standards, these are, engage in professional learning and engage professionally with colleagues, parents/carers and the community (Australian Institute for Teaching and School Leadership, 2012). The AITSL professional standards for teachers focus on improvement of student learning outcomes, are driven by the research evidence of improved student learning outcomes requires continuous teacher professional improvement that is credible and relevant, and evidence based which is research based best practice (Australian Institute for Teaching and School Leadership, 2013b).

The AITSL professional standards for teachers provide a salient starting point for teachers to understand and articulate enacted curriculum planning practices as they plan to implement the Australian Curriculum for all students. In order for teachers to meet their

registration requirements they must address all of the standards in their daily practices, Focus 1.5 ‘strategies to support the full participation of students with disability’ (Australian Institute for Teaching and School Leadership, 2012) requires classroom teachers to overtly consider how their planning engages all students. This standard provides a language to describe teacher praxis, but can be used as a checklist to observe or comment on teaching practices. The AITSL standards for teachers explicitly addresses equity in education (Australian Institute for Teaching and School Leadership, 2012, 2013a). The professional standards for teachers interact with each other and the texts of the Australian Curriculum to provide a suite of new policy documents that regulate the daily work of teachers and school leaders as they promote full learning entitlement for all students. While these professional standards describe what to do and assist with ‘the knowing’ of teacher expectations but the ‘how’ of teacher practices that promote equity is omitted.

Teachers have important insights into how their daily practices are mediated by the texts of the Australian Curriculum and the AITSL professional standards in their daily work as they plan curriculum that promotes equity and excellence for students with disability. Understanding practices that promote equity, and how these impact and influence daily teacher practices is important. The work of teachers is transformational (Dinham, 2013; Duignan, 2006) insofar as they promote and support teaching and learning for their students, and in doing so, “bring their deepest principles, values, beliefs and convictions to their work” (Duignan, 2012, p. 158). This work requires teachers to feel deeply responsible for the learning for all students, and if required, challenge inequities that minimise opportunities (Duignan, 2012). The development of capable ‘authentic teachers’ who bring matters of equity to the fore of their praxis requires personal formation and transformation, leading to a deep understanding of their personal values and passionate conviction that they can make a difference in the lives of the students in their care and a willingness to assert their convictions

(Duignan, 2006, 2012; Larson & Barton, 2013). Teachers need to be open to new ways of thinking and doing to maximise their influence on curriculum, pedagogy, teaching and learning for students with disability particularly at the precipice of the implementation of the Australian Curriculum for all students, including students with disability.

The Australian Curriculum, initially released in December 2010, continues to be outlined in the evolving Shaping Papers, was implemented through the planned roll out of the agreed dimensions. These dimensions are the learning areas, cross curricula priorities and general capabilities. Each of these dimensions have undergone review and revision. An example of one such revision of the Australian Curriculum is the advice provided about students with disability articulated in the Student with Diversity paper, the original version was published in March 2011, and since then, subsequent revisions have been released in January 2013, and again in December 2013 (Australian Curriculum Assessment and Reporting Authority (ACARA), 2015). Since the release of the Australian Curriculum, there have been constant variations to advice provided to schools, which have included minor revisions through to rewrites of key sections (Australian Curriculum Assessment and Reporting Authority (ACARA), 2015). These changes inevitably reinforce the notion that the national curriculum has a limited life span, fuelling further public criticism that changes and revisions are politically motivated rather than being educationally sound (McGarry, 2012). The impact of these changes on the day-to-day practices of teachers is both direct and indirect.

Direct impacts posited by McGarry (2012) include teacher workloads, as they come to understand the intent and content of three dimensions of the Australian Curriculum; the Learning Areas, the General Capabilities and the Cross Curricula Priorities, and in many cases these revisions, reviews and changes are leading to ‘change fatigue’. A level of

ambivalence beyond healthy scepticism towards the curriculum is emerging amongst teachers as they grapple with the implementation of the Australian Curriculum (McGarry, 2012).

The Australian Curriculum emphasises student engagement with the curriculum and inquiry learning (McGarry, 2012), and this places new demands on teachers of students with disability, as previous curriculum expectations for students with disability tended to focus on teaching daily living skills, functional literacy and basic numeracy. With the strengthening of learning expectations for all students, addressing equity and learning entitlement for all students through the curriculum will "lie in how well the curriculum is implemented by classroom teachers" (Tonkin & Wilkinson, 2012, p. 38). Australian teachers are well qualified, have high levels of professionalism and many teachers are finding ways to make the Australian Curriculum work in their classrooms in order to meet the diverse learning needs of all the students in their care (Tonkin & Wilkinson, 2012). However, the desire to be an effective teacher does not diminish the complexities associated with teaching nor the emotional labour that is required daily including the myriad of decisions which inform what teachers do and why (Hargreaves & Goodson, 1996; Marsh, 2004; Tonkin & Wilkinson, 2012; Webster & Ryan, 2014).

Teachers are making decisions about when to include learning content that is detailed within the three dimensions of the curriculum and the sequence of learning, yet the Australian Curriculum remains open to interpretation and contextualisation by the schools and the school authorities (Webster & Ryan, 2014). While teachers' daily work is governed indirectly by the content of the Australian Curriculum, they have freedom and flexibility about the pedagogy and the learning sequences. Teachers are making curriculum-planning decisions frequently throughout the day. Webster and Ryan (2014) assert it is through interrogating what is left out and what was the thinking behind the curriculum planning

decision does an understanding of the teachers' values and beliefs emerge, and how these moments maintain the institutional status quo.

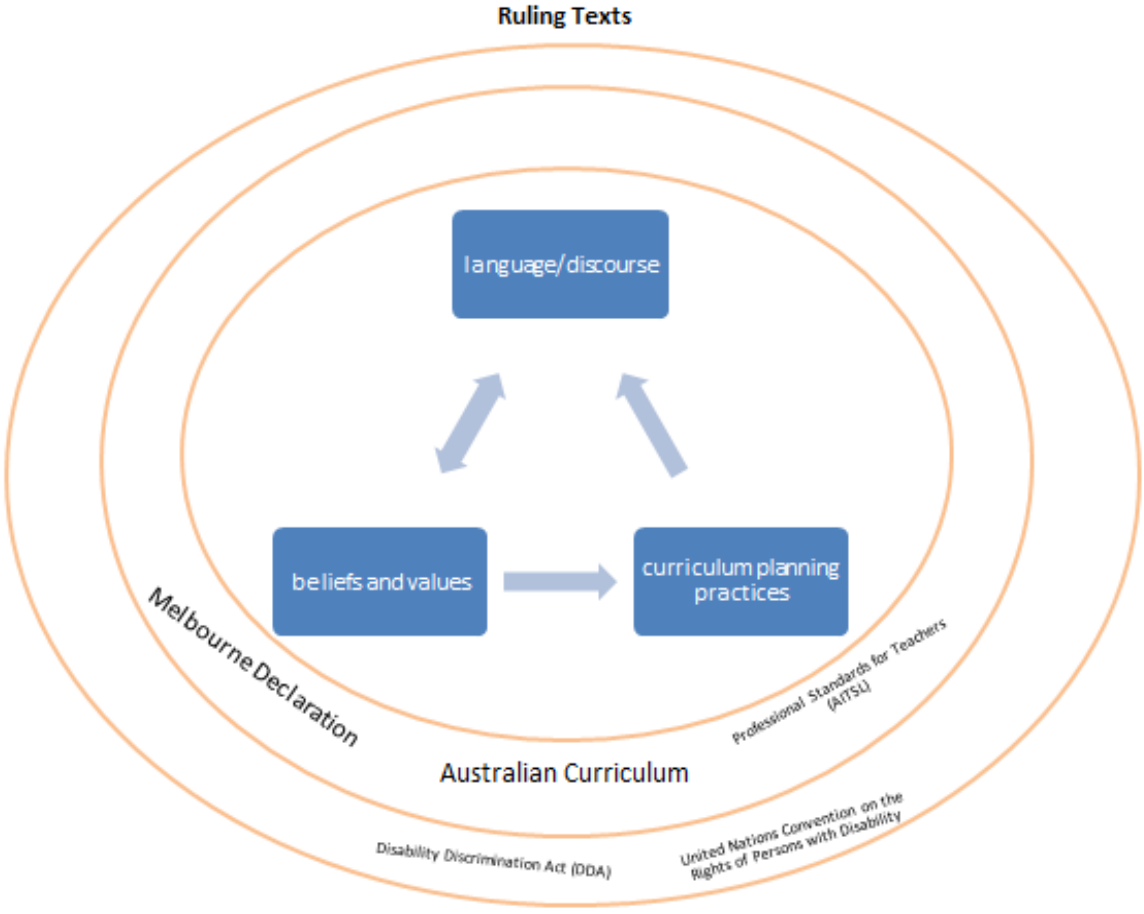
2.4 CONCEPTUAL FRAMEWORK

With the implementation of a nationalised curriculum for each and all where learning entitlement is identified including concepts of equity and excellence, tensions have emerged as to how this can be realised in the daily work of teachers and principals for students with disability. In exploring these concepts, this inquiry is situated in the broader global context of the emerging human rights agenda for people with disability and the influence this is having on education reforms in Australia. In order to understand the intersection of these ideas I have, through Chapter Two discussed the historical impact of the changing socio-cultural norms on the provision of education for children with disability from post-colonisation Australia to more contemporary times. I have traced the historical disability discourse with the intent of highlighting how language evolves; the words used to describe people with disability as being representative of beliefs and values that continue to inform contemporary attitudes, practices and actions.

Understanding the daily talk of teacher and the consequent daily practices in relation to the texts used to plan curriculum will provide an opportunity to examine their beliefs about learning entitlement for students with disability as well as the tensions being experienced in realising expectations of equity and excellence for all. The Conceptual Framework (Figure 2) represents these intertwined concepts. As explored in sections 2.1 and 2.2 language and discourse about disability emerged as historical practices that have influenced beliefs and values, which impact upon teacher practices which in turn influences the language used and so on. Curriculum planning practices are discussed in section 2.3. The centre of this conceptual framework represents the cyclical nature of these concepts. The outer circles of

the framework represent the ruling texts that mediate or influence language/discourse, values and beliefs and leadership practices. The outer circle identifies ruling texts that have impacted on the development of the ruling texts located in the inner circle, which are texts that are directly associated with the Australian Curriculum and teacher and principal professional practices.

Figure 2.2. Conceptual Framework



Understanding matters of equity in education requires thoughtful and bold conversation about the issues, close examination of policies and daily practices and astute attention paid to a variety of data and evidence of student achievement, progress and success (Larson &

Barton, 2013). The conceptual framework will inform the examination of the discourse, the language used to ascribe specific beliefs and those beliefs in action by way of teacher curriculum planning practices, and the influence of mediating/ruling texts.

2.5 SUMMARY AND IMPLICATIONS

Firstly, I have outlined how colonisation and global processes of post-colonial order have shaped education in Australia. In the late 1800s through to the late 1900s, education opportunity and participation for children with a disability was a result of benevolence and welfare, and occurred in segregated settings based on a process of categorisation. Contemporary educational practices have been influenced by the human rights agenda as it applies to learning outcomes for students with disability, and more recently, this includes engagement with a nationalised curriculum. This is a pivotal and critical juncture in the provision of education for students with disabilities, as there is a clearly defined mandate of learning entitlement for all students. How learning entitlement is going to be achieved is not yet well understood.

This research inquiry seeks to understand how the everyday/everynight (D. E. Smith, 1999) work practices of teachers are organised when planning curriculum as they reflectively seek to ensure learning entitlement for students with disability is authentic. Their daily curriculum planning practices will be probed in order to identify how they meet their obligations of equity and excellence for students with disability. The research approach of institutional ethnography was used in order to understand how curriculum planning texts are actually used by teacher practitioners. The next chapter explores this selected research design and approach.

Chapter 3: The research design

This chapter outlines institutional ethnography as the selected research approach to scaffold this inquiry into the everyday/everynight curriculum planning practices of teachers for students with disability. Firstly, this chapter provides insights about using institutional ethnography to frame a research inquiry (section 3.1), which then leads to the process used to invite participants (section 3.2). Importantly to this research approach, understanding the teaching histories of each of the volunteer teachers is necessary and is therefore included in this section. In section 3.3 the data collection procedures are explained. The following section 3.4 outlines the analysis and data interpretation methodologies. The limitations of the research design are summarised in section 3.5, as are ethical considerations. Finally, concluding statements are made in section 3.6.

3.1 RESEARCH DESIGN

3.1.1 Institutional Ethnography as a research approach

This qualitative inquiry approach foregrounds the lived daily experiences of four well-regarded primary teachers, to investigate how they negotiate their daily practices to realise learning entitlement for students with disability as required by the Australian Curriculum. The focus of this inquiry, or problematic (Campbell & Gregor, 2004) is centrally connected to teacher curriculum planning practices for students with disability. The problematic for this inquiry was seeking to understand how do curriculum texts mediate the daily curriculum practices of teachers who are working towards promoting equity and excellence through the provision of learning entitlement for students with disability?

This research project aimed to:

- identify texts that teachers may choose to reference and how these texts mediate the daily curriculum practices of teachers specifically in relation to students with disability; and
- investigate teachers' interpretation of texts in relation to curriculum planning and how these texts are actualised in their daily curriculum planning work practices for students with disability.

A qualitative research design enables a research problem to be explored in which the variables are unknown, and knowledge about the phenomena being investigated is learnt through the participants (Creswell, 2012). This research study will use the qualitative approach of institutional ethnography inquiry developed by Dorothy Smith (MacDonald, 1991; D. E. Smith, 2005). Faced with rapid changes in knowledge and expectations, school communities are looking for ways to understand their everyday work in order to improve their practice. Institutional ethnography enables the exploration of the social relations that structure peoples' everyday/everynight lives (Campbell & Gregor, 2004) as mediated by institutional texts (Turner, 2001). In particular, it requires the researcher to focus on how peoples' doings are coordinated and socially organised. For the purpose of this inquiry, this was the everyday/everynight lives of classroom teachers as they planned curriculum for students with disability.

Dorothy Smith initially proposed institutional ethnography as feminist sociology for women using a Marxist method of inquiry, coming from a tradition where the work of women is often invisible and unpaid, but nonetheless important (DeVault & McCoy, 2006; D. E. Smith, 1997, 2001, 2005). Discourse is located in "systems of knowledge and knowledge making independent of particular individuals" (D. E. Smith, 2005, p. 17). Over the years,

practices of institutional ethnography have developed, so much so, that it is now used by researchers predominantly in Canada, United Kingdom and Australia in the fields of nursing, education, social work and municipal planning (Comber, 2007; DeVault, 2006; D. E. Smith, 2010; Turner, 2001). D. E. Smith (2005) rejects attempts to align institutional ethnography with a theory base as this inquiry approach is not built upon structures and pre-determined approaches. This sociology is a method of inquiry that is iterative by being flexibly responsive to emerging concepts and to discovering how things are actually coordinated and how these processes and practices are mediated by key texts, and also by the process of returning to participants to ask further clarification as texts emerged as more influential than others (Comber, 2012; D. E. Smith, 1997, 2005, 2010). These sequences of action are recorded through mapping the interactions (D. E. Smith, 2005), "rather than theory building: the analysis is meant to be "usable" in the way that a map can be used" (DeVault, 2006, p. 294). Mapping is the visual representation of knowledge about how the interaction and intersection of the dynamics or ruling relations/texts organise the everyday/everynight work, and it is through this knowledge creation that understandings arise. For example, Turner (2001) examined sequences of municipal planning, including the use of and creation of texts and the dialogue associated with these texts in real time to create a map of the planning process as actually experienced. This map resembled a network plan, detailing the relevant texts, which included processes, products such as forms and documents, and the time in space in which texts are activated by people in the daily activities. Mapping makes the actualities of the everyday/everynight work visible (Turner, 2001).

The ontology of institutional ethnography begins and remains with actualities of peoples' lives, actual activities defined by how these activities are coordinated (D. E. Smith, 2005, 2010). Because this process of inquiry starts with individuals, who are unique, each will have his or her own perspective and it is through this process of understanding how texts

coordinate peoples' doings that divergence is revealed (D. E. Smith, 2005). The inquiry process is dialogic, it is about what people do orienting the practices that produce what gets done in their local work processes (Turner, 2001). The activity of social practices generates diverging perspectives, experiences and know-how of the participants (D. E. Smith, 2010). The three key foci of the inquiry are firstly the actualities of people, secondly their doings and finally, but most importantly how these are coordinated and mediated by texts in order to "create a knowledge for us and not as a power over or against us" (D. E. Smith, 2005, p. 133). Therefore, this study inquired about the actualities of the daily practices of teachers, specifically in relation to the active participation of learning of students with disability as they access their full entitlement to the Australian Curriculum.

A key aspect of institutional ethnography is the researcher's standpoint: a position from which the researcher begins the inquiry of the problematic in order to create knowledge of the social, grounded in peoples' experiences of their own lives. Instead of being an outsider, looking in, the challenge for the institutional ethnographer is to consider her or his entry point to the inquiry based on his or her own experiences (D. E. Smith, 1997, 2005, 2010). It is from having an opinion, an experience of shared understanding of the daily work being investigated, the institutional ethnographer adds richness to the inquiry that otherwise would not be available through more conventional sociologies (Grahame, 1998; D. E. Smith, 2005). My personal standpoint originates from multiple perspectives, being a teacher of students with disability, a school administrator and a policy maker within an education sector with responsibilities for supporting schools with learning and teaching of students with disability. Therefore, the standpoint taken for this inquiry is an insider's critique (DeVault, 2006), as I am an actor from within (Grahame, 1998). Institutional ethnography is a sociology of "making inquiry into the social as people bring it into being" (D. E. Smith, 1999, p. 156), in

exploring the social from an insider's positioning this will enable active and explicit dialogue between all participants, myself included.

The institutional ethnographer takes a particular experience and associated work practices as the entry point to investigate an aspect of everyday activities in peoples' lives, mapping the relations that coordinate and connect peoples' activities within institutions. The purpose of institutional ethnography is to identify how textual practices mediate daily work/night practices, in this case teaching practices, to illuminate the forces that shape and coordinate peoples' doings (Turner, 2001). Analysis of the data is through exploring the 'line of fault' (DeVault & McCoy, 2002), or disjuncture, between participants' experiential accounts of their work, "where one's experiential knowledge bumps up against the textual realities that are meant to manage it" (Nichols & Griffith, 2009, p. 244). The disjuncture identified between the artificial realities of institutional textual practices and the actualities the people live as mediated these texts (D. E. Smith, 2005, 2010) are mapped in such a way to represent how daily actions are organised (Collins, 1992; DeVault, 2006; D. E. Smith, 2005). Institutional texts provided to teachers were to support the implementation of the Australian Curriculum; these included the various versions of the "Shaping Papers" and access to the digital curriculum materials available on the ACARA website. The education sector setting developed additional online explication texts for teachers detailing preferred positions in relation to pedagogical practices. The critical disjuncture for exploration was how these texts mediated actual teacher practices to promote learning entitlement for students with disability. It is through disjuncture that an understanding of the ruling relations occurs (Campbell & Gregor, 2004; D. E. Smith, 2005).

There is precedent for using institutional ethnography to explore the complex relations of education policy in research. Gerrard and Farrell (2013) used institutional ethnography in an inquiry about the complex decision systems-level decision making that characterise the

policy development and eventual implementation of the Australian Curriculum. Nichols and Griffith (2009) also used institutional ethnography to identify and track the relationships between translocal discourses and the actualities of peoples' lives in relation to curriculum policy and educational governance in Canada. Comber (2012) used an institutional ethnography lens to understand the ways in which a nationalised literacy assessment is reorganising teachers' actualities in their everyday/everynight work. Institutional ethnography is a valid research design to explore the relations of the implementation of the Australian Curriculum and meeting the obligations of equity and excellence for all learners, with a particular focus on students with disability.

An institutional ethnography approach reflects my personal ontological beliefs about leading teaching and learning, meeting learning entitlement for all students and respectfully valuing teachers' knowledge of their own work. In my current role as a system bureaucrat, I have knowledge of the implementation of the Australian Curriculum, and some understanding of how teachers are working towards meeting the demands of equity and excellence for students with disability. However, as a teacher of students with disabilities and later as a school administrator I often championed the right for all my students to engage in key learning areas or subject areas, rather than the more expected special education tradition of a learning program that has a focus on social skills, life skills, vocational training and recreation and leisure (Florian, 2008). My personal journey with ensuring that my students had broad learning opportunities was challenging and at the same time extremely rewarding. I witnessed the joy of student learning achievements across a range of subject areas despite a broader societal expectation these were not important achievements for 'these students'. Teachers are implementing the Australian Curriculum for students with disability, this is both demanding and challenging. However, even more challenging is the added requirement to ensure students with disability have full access to their learning entitlement. I

believe teachers are expected to find new ways to do their daily work. Furthermore, this is now even more pertinent to me, as a parent of a school age child with identified specific learning needs. The process of identifying participants, when using institutional ethnography, is made from the researcher's standpoint. The perspective of the researcher is the entry point of the inquiry, decisions about site selection and participants are considered from this position (D. E. Smith, 2005). For all of these reasons I believe institutional ethnography to be a legitimate and appropriate choice for this research design.

3.2 PARTICIPANTS

Participants for this research inquiry were four primary school teachers from the same school. The school, E School, a non-government primary school is located in a middle class area of a metropolitan area. At the time of the data gathering, in 2014, the school had students from Preparatory to Year 7. The total school enrolment was 453 students, with a total full time equivalent teaching staff of twenty-five (Australian Curriculum Assessment and Reporting Authority (ACARA), 2013a). E School historically has had an extremely stable teaching staff, with minimal annual changes in staffing, many of the current teachers having been on staff for ten years or more. The principal had been at the school for three years.

I initially approached the school based on my prior knowledge that this school had been engaged in long term professional learning about students with disability and the teachers had positive engagement with this learning. E School also had students with disability in each year level. The school was also located within reasonable proximity to my own location. Another factor for approaching E School was teaching staff active engagement with the implementation of the Australian Curriculum. The minimal turnover of teaching staff meant most teachers had been involved in a range of professional development and learning,

specifically in relation to catering for students with diverse learning needs. The teachers were therefore likely to be representative of teachers who were engaging in quality planning practices for students with disability.

Volunteer teachers self-identified following a school staff meeting in which the principal introduced the research project. This process of purposeful sampling had an advantage in this situation as the inquiry had a singular focus (Creswell, 2012), allowing the researcher to engage with the inquiry process using prior contextual knowledge.

Under the leadership of the principal, professional learning and development for teaching staff focused on improving student learning outcomes and professional practices related to the AITSL professional standards for teachers. Specifically, the principal had targeted professional learning to improve teacher confidence and competence in teaching students with disability, through the provision of multiple opportunities for all class teachers. Teacher aides had also been engaged in targeted professional learning in catering for students with specific learning needs. Examples of this professional learning include working with students with complex communication and/or language needs, working with students with autism as well as working with students with behaviour support needs.

The principal introduced the research topic to all staff at the regular weekly staff meeting, concluding with seeking volunteers from teachers who were currently teaching a student or students with disability. The principal indicated at the time of explaining the research project there would be a provision of time in the school day for the teachers to meet with me. Four teachers volunteered immediately. All four teachers were participants. The four teachers were all teaching in the early phase of learning with varying years of teaching experience ranging from decades through to early career, comprising of three female teachers and one male teacher. The principal provided release time during the school day for each of the participants to meet with the researcher for each of the meetings.

Ethics approval was obtained from both the Queensland University of Technology (QUT) ethics committee and the education authority research committee before commencing this study (see Appendix A). Upon confirmation of ethics approval, I approached the school principal for their endorsement to seek volunteers from the teaching staff. Four teachers volunteered to be involved in the research. Confidentiality was maintained throughout the inquiry, thereby maintaining the ethical ethos of the school sector as well as formal QUT ethics protocols. As an employee of the education authority from which the teachers were drawn, the school community knew me through my professional role. Consequently, I had knowledge of the school context, which afforded me a level of professional credibility from the outset with the principal and teachers.

The four volunteer teachers were all teaching in the early phase of learning at E School with varying years of teaching experience, ranging from decades through to early career. Each teacher was well-regarded by their participant colleagues, which was attested at the initial focus group meeting where they expressed their pleasure at being together as participants in this research inquiry. The group comprised of three female teachers; given the pseudonyms of Alice, Beth and Claire and one male teacher, to be known as David.

Table 3.1. Participants provides demographic information about each of the participants including the year level they taught including how long they had been teaching, including the number of years at E School.

Table 3.1. Participants

Teacher	Year level	Years of teaching	Years of teaching at E School
Alice	2	18	5
Beth	1	20+	3
Claire	1	3	3
David	3	5	2

Alice

At the time of this project, Alice had been teaching for eighteen years, working in four primary schools in both regional and metropolitan areas. Alice worked full time until becoming a parent but recently she had returned to full time teaching at this current school. At the time of data collection Alice was teaching Year 2 students. Alice spoke of her strengths as a teacher arising from her curriculum planning expertise, "because cross curriculum is kinda my thing, I take leadership for that" (Line 92, Interview 1, Alice, September 2, 2014). Recent postgraduate studies left Alice feeling enthused and professionally renewed, "finding areas that you're passionate and using them to prop you up in areas that you are finding harder, if that makes sense. For me it's curriculum, for me it's doing the study that I never thought I'd go back to study again ever" (Line 118, interview 1, Alice, September 2, 2014). As Alice shared her story, her actualities, what was apparent was her passion and commitment to teaching and the everyday/everynight work of curriculum planning for students with diverse learning needs, including students with disability.

In explaining her daily work practices Alice outlined her day as being at school early in the morning, going home as soon as possible when the school day was over. The afternoon and early evening time was dedicated to her young children and as soon as they were in bed, she recommenced her daily night routine of doing schoolwork. This involved planning lessons for the next day and preparing support materials for these lessons, as well revising term and weekly plans and preparing materials for teacher aides.

Beth

Beth, a recent arrival to Australia, had been teaching for twenty-five years. She commenced her teaching career in her country of origin, before moving with her family to New Zealand and then finally locating in Australia. Beth had teaching experience in both primary and secondary schools in two countries, with the current primary school being her

first teaching experience in Australia. Beth was in her second year of teaching in Australia and at her current school; and was teaching Year 1 students. Beth talked of her current teaching situation being her first exposure to being responsible for the teaching and learning of the students with disability in her class. Beth noted "I did have disabled kids" in a previous teaching experience but "specialist teachers would come in and give them one to one" (Line 46, interview 1, Beth, September 5, 2014). Beth reflected that this new teaching situation, of being responsible for the learning of each student in her class, had challenged her to seek a problem solving approach to working with diverse students.

Throughout each of the discussions, Beth focused on relational aspects of teaching, and felt her priority was establishing positive relationships with colleagues, students and parents. Beth spoke about the extensive hours of schoolwork she did over the weekends and during the school holidays, "Sundays are exclusive for my work. I tell my family, my family knows they never invite me anywhere and I never go anyway" (Line 94, Interview 1, Beth, September 9, 2014). Beth had prioritised her schoolwork over family activities. This focused dedication was evident in the passion with which she spoke of her teaching practices and of the students in her care.

Claire

Claire, an early career teacher, was in her third year of teaching. She had worked at the same school since graduating, and at the time of the data collection, Claire was teaching Year 1. Claire spoke of being proactively engaged in contemporary education literature, "…you look at…all the literature surrounding disability" (Line 45, Focus Group Discussion, Claire, August 27, 2014) and used this research base to inform her daily practices. Furthermore, Claire commenced teaching with the implementation of the Australian Curriculum. She felt that this had been an advantage to her, as she did not need to relearn anything and had therefore been able to focus on her refining her teaching pedagogy. She commented, "I was

in a really good position because I had a little bit of scope with both [outcomes based education], and then when I came in, it was nice to learn with my peers about the Australian Curriculum. I didn't feel I was inexperienced. I had the same sort of experience as my colleagues" (Line 72, Interview 1, Beth, September 9, 2014).

Claire spoke of her preference to be at school early in the morning in order to be organised for the day and to finalise her curriculum planning. Working in a team, with year level colleagues, had assisted Claire to establish a routine with her schoolwork. As an early career teacher, Claire felt supported by her year level colleagues. She spoke of how they had mentored her. The year level team met regularly before school to share planning and resources as well at least once through every term holiday for a whole day. Claire felt the time she had given over to curriculum planning would be an ongoing requirement, in other words, the time given was not because she was an early career teacher but this is the time required to be a good teacher.

David

David was in his fifth year of teaching, having taught for three years in a rural school and then moving to E school. At the time of the data collection, David was in his second year of teaching at E School and was teaching students in Year 3. David was particularly focused on relational aspects of the classroom, especially positive behaviour support for students to ensure students enjoyed their learning and worked well together.

David said he was pleased to be working at E School for a number of reasons, not withstanding, his travel time to work was significantly reduced. David used this time that he had gained for researching professional areas of interest mostly on the internet. David spoke of how he used a number of websites and blogs for self-directed professional learning, "I'm not one of those people who can actually turn off, I'll be thinking sitting there" (Line 135, Interview 1 September 10, 2014). David explained how he used social media to develop

ideas for lessons and behaviour supports for students; “so one website I use a lot, in just not just in planning and teaching but in my behaviour management…it has different webinars on how to organise the room” (Line 88, Interview 1, David, September 10, 2014). Generally, viewing of the webinars occurred in the evening.

David outlined his weekly routine, including arriving early to school because he liked to be organised. After school and once he got home, he would recommence his schoolwork during week night evenings. However, Friday and Saturday nights was time off, ready to start the cycle again on Sunday.

3.3 DATA COLLECTION

The data collection was completed in three phases (see Figure 3.1.), with the intent of co-constructing knowledge with each teacher to identify “the linkages within and across” (Campbell & Gregor, 2004, p. 79) in order to have an understanding of how they go about planning curriculum for students with disability as everyday/everynight practices. The principal provided in-school release for the teachers to meet with me through each phase of the data collection. This invaluable support enabled each of the teachers to have time dedicated to the discussion about their planning processes. Each phase, a data dialogue, provided an opportunity to identify and explore governing texts and guiding texts (Ng et al., 2013).

3.3.1 Data dialogues

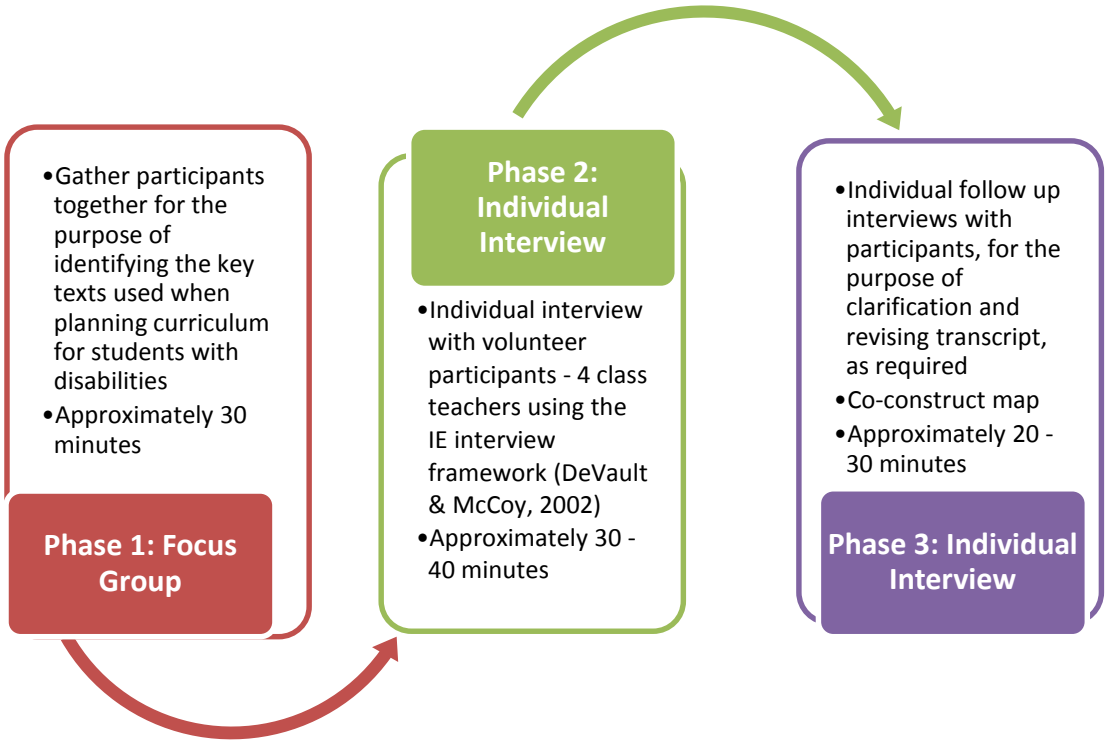
A data dialogue is the data generated from the interchange of ‘subject/informant’ and interviewer. Dialogic data is produced through this interchange, it is therefore always produced collaboratively, shaped by and to the conversation at hand (D. E. Smith, 2005).

In this study, data dialogues consisted of individual semi-structured conversations, ranging from 15 minutes to 55 minutes in duration. These conversations were designed to

stimulate ideas and engage the participants to share the actualities of their everyday/everynight work including the 'unofficial' work they take on as part of their role as a teacher. Informed consent obtained from each participant included full disclosure of the process, which included the audio recording of each of the conversations, and my intermittent note taking throughout the conversation. A set of initial questions based on the institutional ethnography interview framework developed for the intention of using probing questions to clarify specific comments. The four teachers spoke passionately about their work from their perspectives of using the Australian Curriculum to plan learning and teaching for a student with a disability. My sole focus of my role, as the researcher, was to listen for understanding (D. E. Smith, 2005).

All conversations were transcribed for textual analysis and mapping in order to make the "invisible work visible" (Ng et al., 2013, p. 1). Prior to commencing the interrogation of the transcripts, endorsement was sought and given by each of the participants, providing an opportunity to clarify and/or adjust the text, which was not required (Creswell, 2012).

Figure 3.1. Data Gathering Conversations



Institutional ethnography is an iterative inquiry approach that draws on the researcher's experience in the area of work and capacity to responsively probe deeply to elicit detailed description of the daily work of the informant is paramount (Campbell & Gregor, 2004). Therefore, in Phase One the conversation was the focus group discussion to identify key texts used when planning curriculum for students with disability. As outlined in Figure 3.1. Data Gathering Conversations, the second and third phases were individual meetings with each of the classroom teachers. The foci of these conversations were for teachers to talk about their curriculum planning for students with disability in the context of the Australian Curriculum. In Phase Two specific texts were identified by the teachers and were investigated in order to understand how these texts influenced the everyday/everynight work of these teachers. Phase Three was the opportunity to review the transcripts of the previous conversations and to co-create an understanding of this information through co-construction of a map. It is through the feedback interchanges that the social/daily activities were clarified and then mapped " to get a clear account of how things go together" (Campbell & Gregor, 2004, p. 77). By checking in with the teachers using the constructed map of their daily work this ensured my analysis traced the social relations in such a way that it resonated with the participants. This iterative approach gives a level of veracity to the final texts that were produced.

Initial questions, listed in Table 3.2. Interview Process, align with the research purpose. Inquiry is central to institutional ethnography, as it allows for following and exploring information in detail as the participants present it. It is from this discourse, the researcher is presented with an opportunity to learn about the informants'/participants' work (Campbell & Gregor, 2004). For those participants who felt more comfortable with prior knowledge of the potential conversation they were given the option to be provided with this information before the conversation began. As described in Chapter One, the Australian Curriculum texts and the historical discourse around disability were highly influential in shaping teacher

perspectives and therefore their practices. For this reason, the questions were initiated to inquire about their perspectives about learning entitlement for students with disability, and their personal experiences teaching students with disability. The following tables Table 3.2. Interview Process – Focus Group is an outline of the scaffold used for the focus group discussion, and Tables 3.3. and 3.4. respectively outline the first and subsequent individual interviews.

Table 3.2. Interview Process – Focus Group

Purpose: To answer any questions about the research and to identify the key texts are used when planning curriculum for students with disability
1. Introduction o Clarify the purpose of this research and focus group o Thank you for joining me this afternoon for this focus group. My role is to listen and learn. I am completing my M. Ed research at QUT. o The purpose of this research is to have a better understanding of how you are planning curriculum for students with disability in your class, when using the Australian Curriculum o Through this research project, I will be meeting with you twice as a focus group and then twice one to one. The focus group is a great way to bounce ideas around, and to have collective conversation about planning for students with a disability. Each of the sessions will be audio recorded so that I can reflect later but will change names when doing the transcription o Before we go any further I would like to talk through the PIC forms (have forms ready to talk through), o This afternoon I am going to ask you about your students with disability and the planning practices and want to know the reality of the process. This may mean we learn about some exemplary practices from on another but it may also reveal some things that are hard to do or not yet able to do. That is good because I really want to know about the reality for teachers. Please keep these discussions in confidence so stories about learners, parents and one another are treated as privileged information and in line with your current privacy practices. o If you feel uncomfortable, we can just stop and that is OK but if you are still happy to continue, have our chat recorded, please sign the consent form here o Are there any questions 2. Invite them to tell me about the students with disability in their class o Probe about how these students were identified – tell me about the students with disability in your class. Probe to identify what texts are used to support students with disability – when planning for a unit of work, can you describe the process that you go through

Table 3.3. Interview Process – Individual Interview 1

PURPOSE: Tell a process story that is contextualised	
IE Framework (DeVault & McCoy, 2002)	Questions and prompts
	Tell me about your professional background - Years of experience - Kinds of roles prior to this one? - What do you think of your previous practices supports you currently to plan curriculum for students with disability in your class? Model = reflect back anecdotally in order to model the type of detail of negotiations of practice (e.g. the first two days of the school holidays we gathered at each other's houses to plan, share lunch while kids entertained themselves & we worked; those without kids mostly hosted because their houses were tidy
How the texts comes to the informant and where does it go after that informant is done with it	1. In the focus group, people talked about this/these texts/s. Are there any others? 2. Which ones are the most important in your day to day practice? 3. Are there any that are not important, why might this be? 4. Which documents are most important? 5. Tell me about this document and its various components. o What are the steps in the process of knowing students with disability in your class and how they learn o Is this the curriculum planning document the first step in the process? If not, what is? o Where do planning documents go after you have completed it
What the informant needs to know in order to use the text (create it, respond to it, fill it out and so on)	1. What other documents are attached/used concurrently to this one? 2. When and where do you do most of your curriculum planning work for students with disability?
What the informant does with it, for and on account of the text	1. How does this document feature in your daily work? 2. Who else might inform or use these documents? How? (prompt for parents, other professionals)
How this text intersects with and depends on other texts and textual	1. Tell me about the sequence of the planning process?

processes as sources of information, generators of conceptual frames, authorising texts and so on	2. What are some of the roadblocks? 3. What are the benefits for your work with students with disability?
The conceptual schema that organises the text and its competent reading	If you had a magic wand, what would you keep, or do differently?

Table 3.4. Interview Process – Individual Interview 2

Purpose: For members to clarify and review the transcript, and to endorse the record.
• Seek feedback and clarification of the transcript • Invite additional remarks • Have the transcript endorsed for the purpose of the research

3.3.2 Text sources

The text sources are those documents used as a reference point with the implementation of curriculum planning for a student with disability. It was anticipated texts pertaining to the implementation of the Australian Curriculum from one primary school, from the education authority (system documents) and from the Australian Government (system document) would be identified as either governing texts or guiding texts by the volunteer teachers (Ng et al., 2013). School documents are those documents or texts created locally by the teachers at the school, and included such things as the school curriculum planning support materials and student support action plans. System documents are texts generated by the education authority; some of these texts may have evolved through a consultation process with practising teachers but generally, these were developed away from schools. System documents included the Learning and Teaching Framework and the Model of Pedagogy (Brisbane Catholic Education, 2015c). Publicly available documents are texts developed away from the education authority, with generally broad sweeping consultation processes; these include texts such as the Australian Curriculum and supporting documentation and the AITSL professional standards.

Table 3.5. Text Sources

School Texts	Education Authority Texts	Australian Curriculum Texts (ACARA)
• School curriculum planning documents • Student support action plans • School vision for learning	• Education authority curriculum support materials - Learning and Teaching Framework - Model of Pedagogy	• Australian Curriculum • The Shape of the Australian Curriculum (Ver. 3 & 4) • Students with Diversity and the Australian Curriculum • Australian Professional Standards for Teachers • Australian Professional Standard for Principals

Australian Curriculum texts are government documents, which are freely available and accessible through searching the World Wide Web. The school vision statement is a published document available to the public on the school website. Education authority documents are available education authority intranet, to which all employees have access. Permission to include de-identified education sector and school texts was obtained. There were no additional ethical considerations required in relation to publicly available texts. However, school planning documents and student support action plans are documents that are more private; they are not freely available to the public and contained confidential student information. Ethical considerations regarding use of texts both public and private are addressed later in the chapter.

3.3.3 Phase One: Focus Group

Phase One, the focus group discussion was held following lunch with all of the teachers in the meeting room attached to the school library. The room was set up for group

discussions, with each of us sitting comfortably around the conference table. This session was the first opportunity to meet the volunteer teachers. Prior to attending this meeting, each teacher generated a teaching plan for the relief teacher for the afternoon. Whilst there was the provision of release time for the volunteers to attend the meeting, their participation necessitated additional work by way of preparation of a detailed teaching plan for the relief teacher for the afternoon session.

The focus group had a multi-purpose; primarily it provided an opportunity for the group to meet the volunteer teachers personally, provide information about the research process and what they were being asked to be involved in, complete the participation consent process and answer questions they may have had. Each participant completed the informed consent document and was advised of the option to withdraw at any time, access counselling if required and that each of the conversations would be audiotaped, and finally the need to treat information shared in the focus group discussion as privileged sensitive information and therefore apply the principles of maintaining confidentiality.

A semi-structured conversation facilitated each of the participants to share basic information about themselves, to identify and consider a student they have in their class with disability, and to share how and which key curriculum supporting texts they use when they are planning curriculum for this student. This discussion lasted for approximately thirty-two minutes. The transcription of the focus group was provided to the participants for their endorsement, which was unanimous.

3.3.4 Phase Two: Individual Conversations 1

Phase Two was an individual meeting with each teacher. The purpose of this conversation was for the teacher to share a process story about their daily practices in relation to curriculum planning for a student with disability contextualised by their own experience

and current situation. This conversation or data dialogue was organised to align with the institutional ethnography interview framework developed by DeVault and McCoy (2002). This framework identifies five lines of inquiry to stimulate discussion thereby revealing the social relations of ruling texts, these are:

1. How texts come to the informant, that being curriculum planning texts, and where did they go after the teacher was done with it.
2. What the teacher needed to know in order to use the planning text (create it, respond to it, fill it out and so on).
3. What the teacher does with it, for and on account of the text.
4. How this text intersected with and depended on other texts and textual processes as sources of information, generators of conceptual frames, authorising texts and so on.
5. The conceptual schema that organised the text and its competent reading.

(DeVault & McCoy, 2002, p. 775)

The interview framework scaffolded the individual discussion with each of the participants. Each discussion started with the teacher sharing personal information about their teaching experience. They asked to consider a student in their class and to use this student as a reference point to talk about their experiences teaching students with disability to frame their responses to questions about their curriculum planning processes. The institutional ethnography interview framework provided a series of probes to elicit discussion about ruling texts, "a text will reference an office, a program, or a policy" (Campbell & Gregor, 2004, p. 79).

Each teacher's account about their daily work/night practices and which texts they referred to and used provide insights into the social relations and therefore the ruling texts.

They identified school based documents and processes, education authority documents and publicly available documents many of which were named in Table 3.5. Text Sources. The interviews with each of the teachers ranged from thirty-nine to fifty-nine minutes. A transcription of each interview provided to the informant for their endorsement as an accurate record of the conversation.

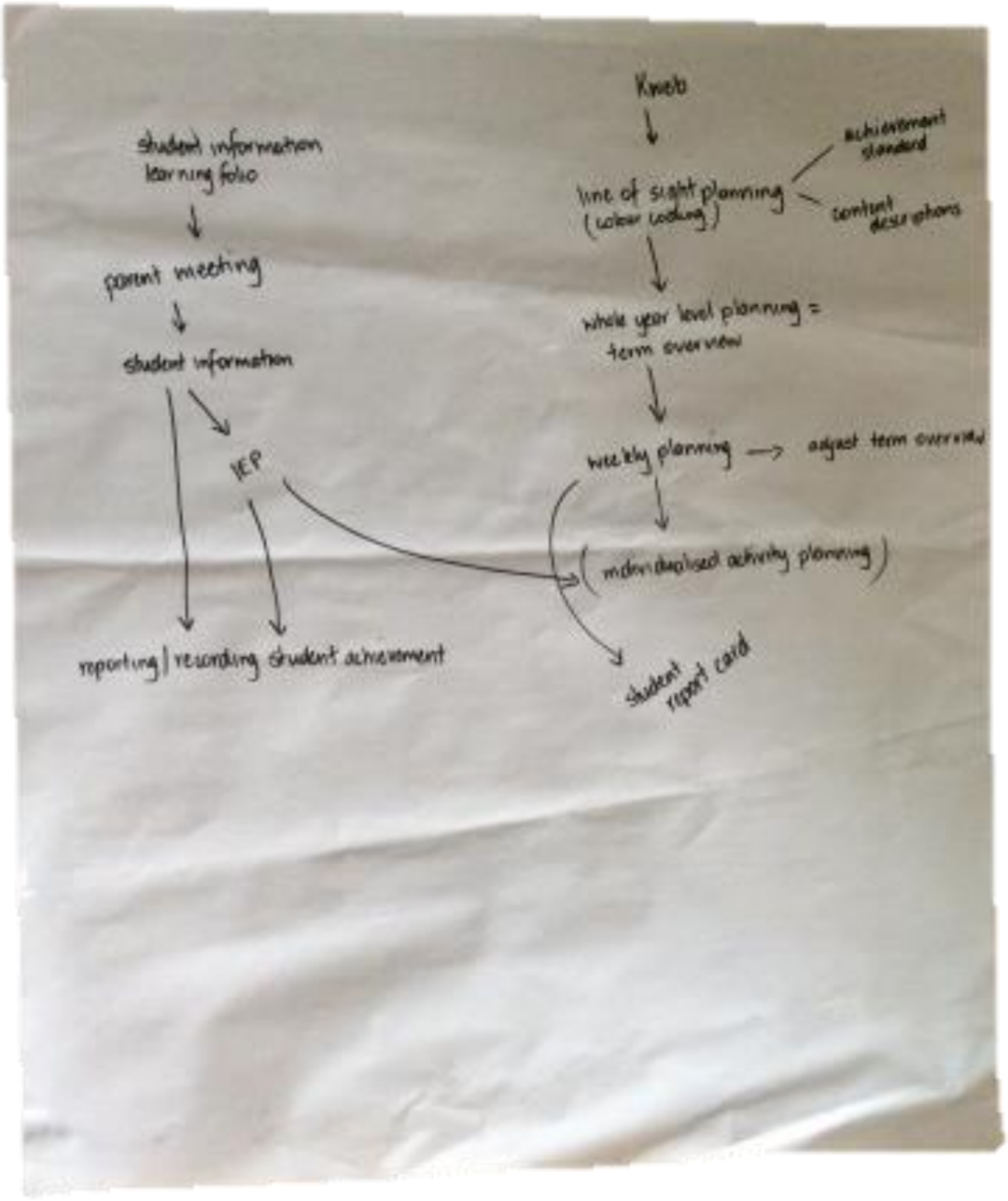
3.3.5 Phase Three: Individual Conversations 2

Phase Three was the second individual interview with each of the teachers. This interview commenced with the provision of a summary of the first interview and each teacher was asked by the researcher to react to the transcript in terms of accuracy of the content, to ensure that key concepts were identified and interpreted as they had intended.

For the purposes of this inquiry, the key data sources were the transcripts of the focus group and the follow up individual interviews with participants, as well as texts created and identified through the discussions with the teachers. Fundamental to the inquiry was to identify the texts these teachers used to support the curriculum planning for their students with disability.

Each teacher reviewed an exemplar map (see Figure 3.2. Mapping Exemplar), which was a visual summary of all of the conversations. The purpose of this visual scaffold was to provide an example of using the narrative as a basis to map their everyday practices. Interview times varied with each interview. Claire's interview took the least time, at approximately eighteen minutes and the longest interview was with Beth taking almost thirty-six minutes.

Figure 3.2. Mapping Exemplar



This visual scaffold was an impetus for co-construction, the mapping of how the texts coordinate and mediate the work processes (D. E. Smith, 2005) of class teachers in relation to the implementation of the Australian Curriculum specifically as it applies to notions of entitlement for students with disability. Furthermore, this process enables the understanding of the researcher of the actualities (Pole & Morrison, 2003) and more specifically to check

the usefulness of the analysis of data as represented through mapping the interactions and the intersections of these activities (Campbell & Gregor, 2004; Collins, 1992; D. E. Smith, 2005). The conversation in this interview evolved/emerged from preceding conversations. DeVault and McCoy (2006) suggest that it may even be counterproductive to have predetermined questions, as this does not allow the participant to talk about their own activities in relation to the texts. This process in and of itself was transformative for some of the volunteer teachers, as it provided insights into how certain texts were coordinating their work.

The process for Phase Three commenced with explaining to each participant the purpose of this final interview and discussion was to construct a visual representation or map of their everyday/everynight work in relation to curriculum planning for the student/s with disability in their class. For each interview, the same visual scaffold mapping my interpretation of their collective was tabled as an example of mapping the narrative. This took the form of a map/flowchart on a large poster (see Figure 4: Mapping Exemplar). This introduction intrigued the participants, "I love it" (Line 8, Interview 2, Teacher 3, October 7, 2014); "this is very well planned" (Line 8, Interview 2, Teacher 2, October 7, 2014). Once the participant indicated they understood the scaffold and were ready to produce their own map, the example map was lifted up revealing some key phrases pre-written on smaller sticky notes. This was situated with an explanation that these phrases have come from the previous discussions, Interview 1 and Focus Group discussion, and can be used in the construction of their own map. They enthusiastically engaged with the process, talking through their thinking as they each constructed their own map. In co-constructing this knowledge, it was emphasised that they can use as many or as few of these phrases as they wished. There were pens and additional 'sticky notes' available should they wish to add more.

3.4 ANALYSIS

Institutional ethnography relies on peoples' knowledge of their doings to produce "work knowledge" (D. E. Smith, 2005). These accounts are not treated individually but rather themes from the texts are assembled into sequences or other socially organised forms. Institutional ethnography as an evidentiary process has no prescriptive analytical structure (D. E. Smith, 2005). Turner (2001) through her institutional ethnography inquiry into municipal government processes provides one analysis structure; firstly understanding the actualities of the people, secondly understanding their doings and finally how these are coordinated and mediated by texts.

The concept of social relations guide the inquiry but it is the interconnections of these relations through identifying the sequences of action that is the outcome (D. E. Smith, 2005). This iterative approach was maintained in this inquiry. Institutional ethnography is concerned with the connections, the modes of coordinating sequences or circuits of institutional action to produce a textually mediated sequence (D. E. Smith, 2005). This inquiry focused on curriculum planning practices that facilitate meeting the learning entitlement of students with disability.

In listening to what was shared through the conversation, I sought to explore how the conversations shaped around and were concerned with which particular texts, and how this influences their everyday/everynight work (Nichols & Griffith, 2009). Recording this data, and looking for and then clarifying with the participants the ruling relations 'map' of the intersections and interactions emerged. The participants or informants were considered to be the experts in what they do therefore this process of inquiry was particularly reliant on learning from them (Campbell & Gregor, 2004). DeVault and McCoy (2006) suggest that analysis of data typically involves following a 'chain of action' which is typically organised

around a person's work and through a set of documents. Fairclough (2010) provides a way of structuring the analysis that does not over categorise the data, allowing that data not to be merely reproduced accounts of or from the participants of their daily work, but to depict the knowledge of their work and to make apparent the social relations (Campbell & Gregor, 2004). With respect to institutional ethnography Deveau (2008) identifies the "analysis of text-talk-text activity" (p. 142) within local settings for analysis (see Figure 3.3. Text Sequence).

Figure 3.3. Text sequence

More specifically, it is through the informants' talk that their lived experiences are revealed. It is within this process that recursivity appears, a pattern emerges, identifying the something that is organised to reoccur and institutional ethnography explores how this organisation of action happens in that particular way (Campbell & Gregor, 2004). It is understanding the "connection between what actually happens to participants and what triggers those particular actions or events" (Campbell & Gregor, 2004, p. 70).

3.5 ETHICS AND LIMITATIONS

As with any interview process the asymmetries of power need to be considered, the interviewer's control over the interview situation and potential risk of imposing their own preconceptions thereby influencing the flow of the conversation (Creswell, 2012; Hatton & Smith, 1995; Pole & Morrison, 2003; D. E. Smith, 2005). However, the ethnographer's role is not to consider the accuracy of the recount but rather explore the actualities of the experience and the way it is recalled, therefore asymmetries of power in the relationship are

reduced (D. E. Smith, 2005). The participant observer can also be vulnerable to issues of a personal perspective, such as creating an unintended meaning by not sufficiently clarifying information with interviewee (Pole & Morrison, 2003). This is managed by a process of negotiating and validating data (Creswell, 2012) with each of the participants to ensure accuracy of intent with text. Furthermore, transparency throughout the process was paramount to minimise power asymmetry. All participants were fully informed of the inquiry process, which included anticipated time demands, as part of the consent process.

I am employed within the education sector in which this research occurred. My current responsibilities include managing programs for students with disabilities in a region. I am not a single supervisory decision maker on these matters and nor do I have responsibilities for recruitment of school based staff. However, it was imperative that participants have confidence in the integrity of the purpose of the research and confidentiality of their involvement. Therefore, a grievance process through my line manager was provided for each of the participants to raise concerns.

Ethics approval from QUT and the education authority protocols were adhered to and approvals were obtained before commencing the research study. The risk of harm to participants was low; however, at every data collection point it was reiterated that counselling was available through the university, as per the ethics approval process, and counselling was anonymously available through the education authority. Additionally, at each data collection point, participants were reminded that they had the option to withdraw at any time during the study. All conversations were conducted respectfully with the dignity of each of the participants were of utmost importance.

All data was de-identified; any references to specific students or actions that could possibly alert the reader to their identity was replaced with a pseudonym. Data dialogues and transcriptions were securely stored.

3.6 CONCLUSION

In summary, using the research approach of institutional ethnography to investigate how teachers negotiated their everyday/everynight work to manage learning entitlement for students with disability when their work was framed by the texts of the Australian Curriculum. Learning entitlement for students with disability is a right, as identified in the Australian Curriculum through the educational goal of equity and excellence for all students. I have shown how this change in educational policy moves inclusive education practices from a social justice agenda to one of human rights. Teachers are challenged to understand their obligation to ensure equity and excellence through learning entitlement for students with disability as mandated by legislation, and furthermore how to promote equity in order to meet these obligations.

In this chapter, firstly I have argued the validity of institutional ethnography as an appropriate approach. Institutional ethnography is premised on developing a deep understanding of the everyday/everynight work. For this inquiry it is the work teachers and how their actions are coordinated by the institutional curriculum planning texts of the as they promote equity and excellence to achieve a full learning entitlement for students with disability. The following sections discuss purposeful sampling of participants in the research and the analysis of the data sources, key texts accompanied by transcribed interviews of classroom teachers. I have explained that the goal of institutional ethnography is to use data persuasively, and that the interpretation of the data is framed by the social organisation that emerges (Campbell & Gregor, 2004). The visual representation of the data was mapped in the first instance to identify a chain of action that was organised around documents that coordinated the teachers everyday/everynight work. The outcome of this research project was to be able to have insights into teacher practices that promote equity for students with disability. In the final section of this chapter, ethics and limitation of this study are discussed.

Chapter 4: Results

Institutional ethnography is a journey of making sense of the narrative in order to understand the daily practices of people in organisations. The institutional ethnographer commences the sense making as soon as the data collection begins (Campbell & Gregor, 2004). As the researcher I began to explore the concepts made visible by the informants through shared conversations, as they also began to know more about their daily practices through the opportunity the research process provided for them to examine or reflect upon their everyday/everynight practices (D. E. Smith, 1988). Central to the process of institutional ethnography is the notion that it does not conclude with an account of or from the informants' perspectives of their practices (Campbell & Gregor, 2004) but rather it culminates with an ethnographic cartography, the visual representation or map of the ruling texts and the everyday/everynight work. This research inquiry sought firstly to identify the texts the informants choose to use when planning curriculum for students with disability, and in doing so will discuss how these texts coordinate teacher work in order to understand the social organisation that connects their doings with the texts.

The institutional ethnography interview framework developed by DeVault and McCoy (2002) was used as a basis for investigating the daily practices of four primary school teachers as they plan curriculum for students with disability. This chapter will firstly discuss the actualities of these teachers in order to understand their doings and how these experiences are coordinated/mediated by institutional texts. This is then followed by examining what does the teacher do on account of the texts, and what did they do when they planned curriculum.

4.1 HOW DO THE TEXTS COME TO TEACHERS? THE ACTUALITIES OF THE EVERYDAY/EVERYNIGHT EXPERIENCE

In understanding the actualities of the everyday/everynight experiences of teachers it is important to consider not just the texts but the context in which texts exist (D. E. Smith, 1988). For this research inquiry the context was the teachers' actual everyday worlds which encompassed the school, their classrooms, their homes and any space or location where they carried out their work.

At the first meeting, the Focus Group, each teacher was asked to share his or her experience as a teacher. They all spoke positively of their work, and conveyed a steadfast commitment to their chosen vocation; they were highly engaged and motivated. DeVault and McCoy (2002) assert that institutional ethnographers must first learn to understand and to describe the actual lived experience, and then secondly to analyse how these descriptions and discourses operate for the smooth functioning of an institutional setting. The contextualising of the lived experience includes understanding each of the participants' situation and how this applied to their everyday/everynight work. As it is when people talk about their work using tacit knowledge about the texts they use to coordinate that work it offers clues to how the social relationships operate, "how to concert their own pieces of the work with the work of others and how to work with the texts that coordinate action" (Campbell & Gregor, 2004, p. 79). Each of the informants, through the process of describing their work and how they planned for their 'student in mind', offered reflective commentary about their daily practices and the busyness of their day. This was confirmed in the individual interview with each of the teachers, where they were asked to talk through how they went about the curriculum planning and when they do this work.

While all of the teachers talked of their commitment to the role, their passion for teaching, they also reflected on the constant planning, thinking, planning and revising their

work before school, in the evenings, the weekend and during each of the term breaks. Each of the teachers had a preferred time to work outside of the teaching time; Alice and David worked in the evenings, and Alice did so when her young children had gone to bed; Beth worked every Sunday to get ready for the week; whereas Claire and David arrived at school early in the morning. Beth and Claire also met with their colleagues during the term breaks. This represents the constancy of the work, it is never ending, "it's ongoing, it's really ongoing" said Alice (Line 243, Focus Group Interview 27/08/2014) and then in the final interview she reflected "...half the time I'm in survival mode… treading water the whole time (Lines 38 – 42, Interview 2, Alice 17/10/2014). The everyday/everynight nature of teaching impacts each of these teachers similarly in so much as there was constant conscious attention drawn to school related matters whether they were at school/work, or at home, in the morning and in the evenings.

The final meeting provided the occasion to construct a visual representation, a map, detailing how they planned curriculum. Information obtained from the previous individual meeting was the foundation for this activity. Alice, Beth, Claire and David were presented with each of their key texts identified on sticky notes for them to arrange as they talked through what and how they went about planning curriculum, noting that texts could be documents, meetings or places. As they talked through the texts that they choose to use when planning curriculum they also identified the usefulness of these texts, as either governing texts or guiding texts. Alice used all of the sticky notes provided and then added additional texts as did Beth; whereas Claire and David discarded some of the sticky notes but also added new texts.

In total, the teachers collectively referred to thirty-one texts when they talked about how they went about planning curriculum for students with disability (see Table 4.1. Curriculum planning texts).

> **Interviewer (I):** …What I'm after is you mapping the processes that you use, the documents that you find useful…
>
> **Claire:** ..Let me have a look. Get my head around. There is a lot there isn't there.? … Ok trying to, learning support, learning criteria, monitoring student… do I start with a student as if there was nothing there or is it more.. (Lines 7 – 10, Interview 2, 17/10/2014).

There were four texts authorised by the education authority, six texts were school endorsed texts, with the remaining twenty-one texts were teacher generated. In this thesis, italic font identifies the thirty-one texts named by the teachers in order to differentiate from documents that otherwise have the same name. Institutional ethnographic texts are different to documents because they are a product, process or a location (DeVault, 2006). For example, *Line of Sight* as a text coordinated sequences of actions that included meeting with colleagues and professional conversations.

These texts represent three distinctive categories; those texts that are authorised by an education authority, texts that are school endorsed and teacher generated texts. Each text was identified by the nomenclature given to it by the informants; the language they used was consistent across all four teachers. When talking about the texts, the informants were asked to identify those texts that were key to their work, or the most important. This represented in Table 4.1. Curriculum Planning Texts by the symbol '†' and texts were considered to be of limited value are identified by the symbol '×'. It is worth noting that there was not unanimous endorsement of key texts or those of limited value.

Table 4.1. Curriculum Planning Texts

Text source	Text	Alice	Beth	Claire	David
Education authority texts	Australian Curriculum – learning areas	✓†	✓†	✓†	✓
	Line of Sight	✓	✓†	✓	
	Model of Pedagogy		✓	✓†	✓
	AITSL Professional standards for teachers		✓	✓	
School endorsed texts	Student assessment – PAT R, PM Benchmark	✓	✓	✓	✓×
	Student report card	✓	✓	✓	✓
	Student learning folio	✓		✓×	✓×
	Individualised Education Plan	✓	✓	✓	✓
	Learning support grid	✓	✓	✓	✓
	School website/student learning portal		✓	✓	✓
	Team planning	✓†	✓	✓	✓†
Teacher generated texts	Term overview	✓	✓ †	✓	✓
	Teaching strategies	✓	✓	✓	
	Unit planning		✓	✓	✓†
	Lesson sequence	✓	✓	✓	✓
	Student information from previous teacher	✓†	✓	✓	
	Criteria sheet for assessment	✓			✓†
	Planning for rotations groups		✓	✓	✓
	Individual planning	✓	✓	✓	✓†
	Weekly planning	✓	✓		✓†
	Coordinating specialist staff	✓	✓	✓†	
	Planning for teacher aide	✓	✓	✓	✓
	Revising curriculum planning	✓	✓	✓	
	Teacher aide work booklets	✓			
	Meeting with colleagues	✓	✓	✓	✓
	Checklists		✓	✓	✓
	Parent/teacher meetings		✓†	✓	✓
	Communication with parents to build rapport		✓†		✓†
	Annotated student work samples		✓†		
	Student information from Guidance Counsellor and Support Teacher		✓	✓	
	Learning menus				✓

✓ text used by the participant

† key texts

× texts with limited value

4.1.1 Education-authority texts

Education-authority texts were readily available on the education sector intranet, to which all staff had access (Brisbane Catholic Education, 2015c). Teachers had very little input into the development of these education sector texts yet there was an expectation that the teachers would use the texts when planning curriculum. Of the four named education-authority texts two were developed by the education sector, the *Line of Sight* and *Model of Pedagogy* (Brisbane Catholic Education, 2015a), the remaining two texts were developed by the Australian Government (Australian Curriculum Assessment and Reporting Authority (ACARA), 2015; Australian Institute for Teaching and School Leadership, 2012). The *Line of Sight* text was the most significant.

Despite having access, the use and engagement with these texts as Alice said was reliant on "knowing where they are, is often dependent on [your] time and [your] motivation" (Line Interview 2, 17/10/2014). Beth and Claire talked of using the education sector intranet and the school portal for locating information in the same way. David extended this to include his use of social media and the constant searching for information. At the team planning meeting, the *Line of Sight* text was used to identify which aspects of the Achievement Standard for the learning area of the Australian Curriculum to be focused on for each term. Although David did not explicitly identify the *Line of Sight* text, he did talk of the team meeting planning and the process of highlighting the document as the beginning phase of curriculum planning for the term; it is important to note this was a general practice.

When each of the teachers were asked how the curriculum plan was used to ensure learning entitlement for students with disability, the responses vacillated from the text being used as a basis for planning through to a student centred and wellbeing focus. Beth said, "I need to cater for their needs more than giving them what I have planned" (Line 191, Interview 1, Beth, 5/09/2014). Whereas Alice's response was about standardising and

consistency, "..if I could rule the world in curriculum here with kids with special needs I would say consistency….that everyone has that similar approach" (Line 390, Interview 1, Alice, 2/09/2014). The different positions in these statements epitomised the starting positions for curriculum planning for students with disability of each of the informants, as either driven by student needs, or the curriculum, but no one mentioned curriculum planning for students with disability being equally driven by both student centred and syllabus focused.

4.1.2 School-endorsed texts

There were seven school-endorsed texts in total. These were evident through year level curriculum planning processes or through the general induction into the school. The school-endorsed texts provided guidance about school expectations when planning curriculum. David identified that knowing what is going on in the school can be quite challenging when you are newly arrived, and it was through using school-endorsed texts that he became familiar with expectations. David said, "I've come from a very small school…so I've gone from doing everything myself to working in a team, it's taken about 6 month to actually…I just didn't know how to work with them" (Line 21, Interview 1, David, 10/09/2014). David went on to say, "I'm just trying to figure out the balance, how much I should do, how much they can do" (Line 23, Interview 1, 10/09/2014). David used the texts to determine his role when working with year level colleagues and within the whole staff, as well as expected knowledge about school procedures and policies.

Although teachers were expected to locate all education-authority texts on the education sector intranet access to school-endorsed texts was through school based processes and procedures. For example, the Learning Support Teacher met with the class teacher at the start of the school year with individual teachers, the *learning support grid* was given to the teacher at this meeting. Teachers did not have access to this text until this meeting with the Learning Support Teacher. Whereas the *student report card* was available on the school

intranet but this text was accessed at formal reporting times was therefore dependent on teacher processes. In summary, texts came to the teachers through formal and informal channels, but it was not enough for teachers to receive the text. Teachers needed to know how to use or interpret the information, and this knowledge gained determined how the text mediated or coordinated their actual doings in relation to promoting equity and excellence through learning entitlement for students with disability.

4.1.3 Teacher-generated texts

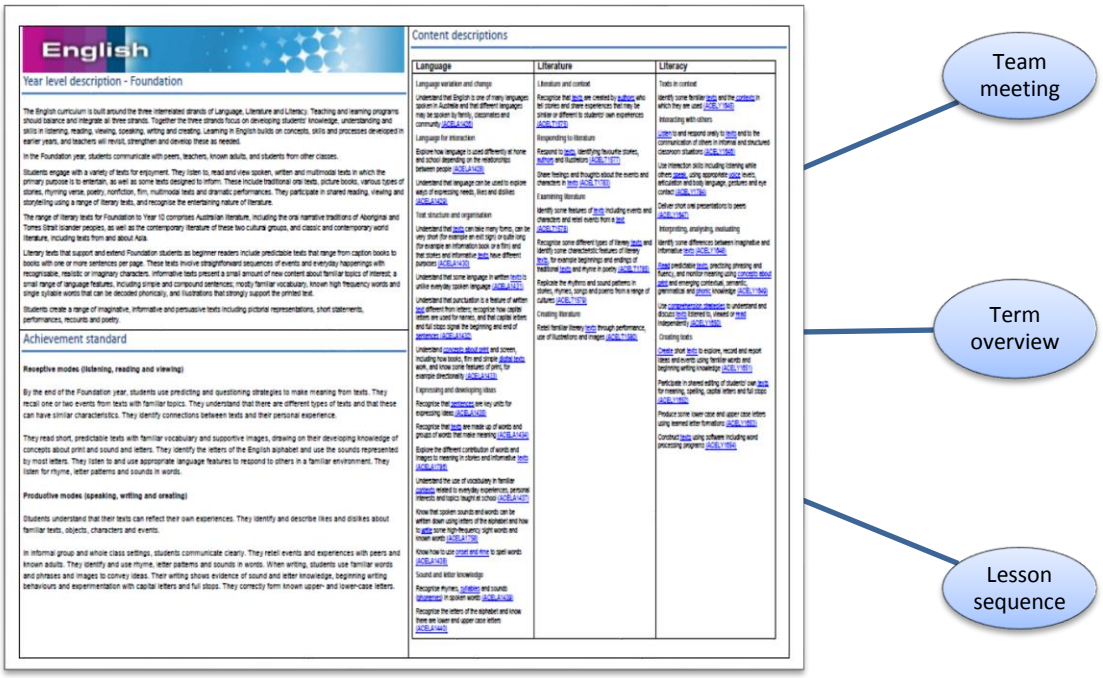
Teacher-generated texts were texts that teachers had full control over. The informants named twenty teacher-generated texts. These texts developed by each individual teacher were done so for their own use. Teacher-generated texts tended to emerge post the year-level planning process.

The year level teachers were released from class at least once each semester to meet to discuss and plan the curriculum for the upcoming term. Year-level colleagues also met together through the term, as needed. At the year-level planning meeting the teachers they reviewed the *Line of Sight* document using coloured highlighters to identify which aspects of the Achievement Standard was to be targeted for the upcoming term from a specific Learning Area of Australian Curriculum, either English, Mathematics, Science, History or Geography.. Throughout the interviews, the informants frequently referred to the *Line of Sight* as an initial text with associated processes of the *team planning meeting* including professional dialogue between colleagues and subsequent individual planning actions; this makes the *Line of Sight* text a coordinating or ruling text.

A ruling text is one that mediates actions and in this instance, it was a series of teacher actions, which included documenting curriculum planning on the term overview, meeting with colleagues individually and as a group, developing the lesson sequence and subsequent criteria sheets. The *Line of Sight* text led to a range of teacher-generated texts (see Figure 6).

In order to engage with the *Line of Sight* text and any one of the subsequent texts resulting from this process, teachers were required to have knowledge of what curriculum content had been covered in the previous term/s for that year level and how to read/interpret the document.

Figure 4.1. Line of Sight Sequence



A readable version of the *Line of Sight* document is located in Appendix F. This document was the lynchpin for the *Line of Sight* sequences. The text-talk sequence outlined in Figure 4.1. Line of Sight Sequence identified social relations as they are in relation to the ruling text, "practices are both determined by and contribute to the social relations with which they are coordinated" (D. E. Smith, 1999, p. 227). The *Line of Sight* text exemplified this structure, as this document was designed as a reinterpretation of the Australian Curriculum Learning Area of English. This text was then re-contextualised by teachers, spawning a range of teacher-generated texts.

4.2 WHAT DOES THE TEACHER DO WITH AND ON ACCOUNT OF THE TEXTS?

The institutional ethnography process is dialogic, it is about what people do, orienting to institutional categories and practices that produce what gets done locally in their work (Turner, 2001). These practices are visible, situated in time and space (Turner, 2001), and in the case of the four teachers these planning practices were distinctively day and night. Key times for teacher planning were early morning, before school, afternoons after school, in the evenings and during school holidays.

Year level meetings

The *year level-planning meeting*, coordinated by the *Line of Sight* document, was a time where all teachers working on the same year level met to negotiate the focus of each of the Learning Areas of the Australian Curriculum in order to produce the *term overview*. Teachers used the team meeting to clarify their interpretation and thinking about the *Line of Sight,* thereby giving it status as a ruling text. As a text, the *year level-planning meeting* coordinated a range of actions, shaping the teachers conversations with each other, and with parents of the students and engagement with and development of further texts.

Independent research

Beyond the *year level-planning meeting*, the teachers' narrative was of independently navigating through and engaging with their preferred texts and consulting with each other as needed. David talked of using online multimedia to access information about pedagogy and learning sequence, "... I'm about to teach that lesson, I will review YouTube, or use Pinterest a lot, they usually tell you should look at a person's blog or watch that video or I'll watch the blog on YouTube or just do a google search" (Line 84, Interview 1, David, 10/09/2014). David used the text to launch inquiry into ways of teaching specified content, which influenced his pedagogical choices, and how he engaged with the students with disability in his class.

Follow up with colleagues

Only Claire spoke in detail of following up with colleagues in relation to the curriculum planning for students. This follow up included coordinating her work with the specialist staff, the Learning Support Teacher and Guidance Counsellor, "seek, seek, seek the help of those experts, and don't think you can do it all on your own" (Line 330, Interview 1, Claire, 9/09/2014). Subsequent actions by teachers were mostly in isolation and independent of each other. This was even the case for teachers, Beth and Claire, who were teaching students in the same year level.

Mapping the process

As part of the project, the conversations with teachers about their planning processes was the springboard for each of them to produce a visual representation or map of their everyday/everynight curriculum planning work. After they had completed the mapping activity, I asked them to identify which of the texts were most important by way of placing a green dot on it in their map. Texts that were not valued were identified with a red dot. From this process, a priority order of the ruling texts became evident as, "order arises in and is accomplished by the actual practices of actual individuals, including their practices of reasoning, interpreting, rendering what has happened accountable" (D. E. Smith, 1988, p. 175). As the maps were developed, the relationships between texts was talked through, rationalised and reordered as relationships became clearer. Through the process of naming 'textual hierarchy' (D. E. Smith, 2006) within the curriculum planning practices a more visible understanding of how the texts were socially organised and the specific forms of social relations surfaced (D. E. Smith, 1988).

The final task for each of the participants was to confirm their starting point for planning which also seemed to confirm a standpoint from which they operated. For example, the starting point of their planning cycle was different for each individual, commencing with

their choice of texts. In choosing texts, the participants defined ruling texts as those texts that coordinated their subsequent actions. Ruling texts that were identified included key documents used to support curriculum planning, as well as key processes; that could be a reference, a program, a resource or a policy (Campbell & Gregor, 2004). These starting points are identified in the maps later in this chapter. D. E. Smith (1988) suggests that it is from the stance of actual experience that the local relations become visible; therefore I sought clarification about which of the key texts are most valued and why this was the case. Each of the teachers explained from their lived experience how they use the texts and how these texts coordinate their actions.

4.3 WHAT DID THE TEACHERS DO WHEN THEY PLANNED?

Clarity about how texts coordinated actions arose from the talking about the how. How do you use the text? How do you find the text? As the participants talked about how they used the text, what became apparent was that some texts were regarded as hoop jumping when planning curriculum for students with disability and other texts were lynchpins that formed textual hubs. Through the process of asking each of the teachers to co-construct their planning processes and to talk through what they do, how they do it and the why, that the teachers revealed in some way their beliefs about curriculum planning, the value of the support materials and how these aligned with their self-identity or standpoint. The teachers' description and a representation of each of their maps are outlined in the following section.

4.3.1 Alice

Alice, a highly regarded teacher with a strong self-identity as a curriculum planner, recently completed post-graduate study in teacher librarianship. When asked what was the most significant thing about the study Alice replied "…the curriculum side" (Line 130, Interview 1, Alice, 2/09/2014). Alice describe that the study, while challenging, as she was

juggling work, home and study, was professionally renewing. Alice also spoke of her frustrations with the lack of time, the need to have more time in the day to plan, and how she would regularly continue her 'school work' when her young children had gone to bed. Alice also reflected on parent expectations of teachers, and the increasing demand parents are placing on teachers. She wished instead that parents "don't question what we're doing, we're professionals" (Line 160, Interview 2, 17/10/2014). Alice believed that the amplified expectations on teachers to be publicly accountable had increased the everyday/everynight work of teachers since she began teaching. She stated several times through both of the individual meetings that teaching 'was getting harder'. In order to ensure her frustrations about time were clearly understood, Alice wrote on her co-constructed map 'parent expectations and lack of time'. Alice's co-constructed map of her work is included in this section (Figure 4.2. Curriculum Planning Map - Alice). A copy of the actual map is included as Appendix B.

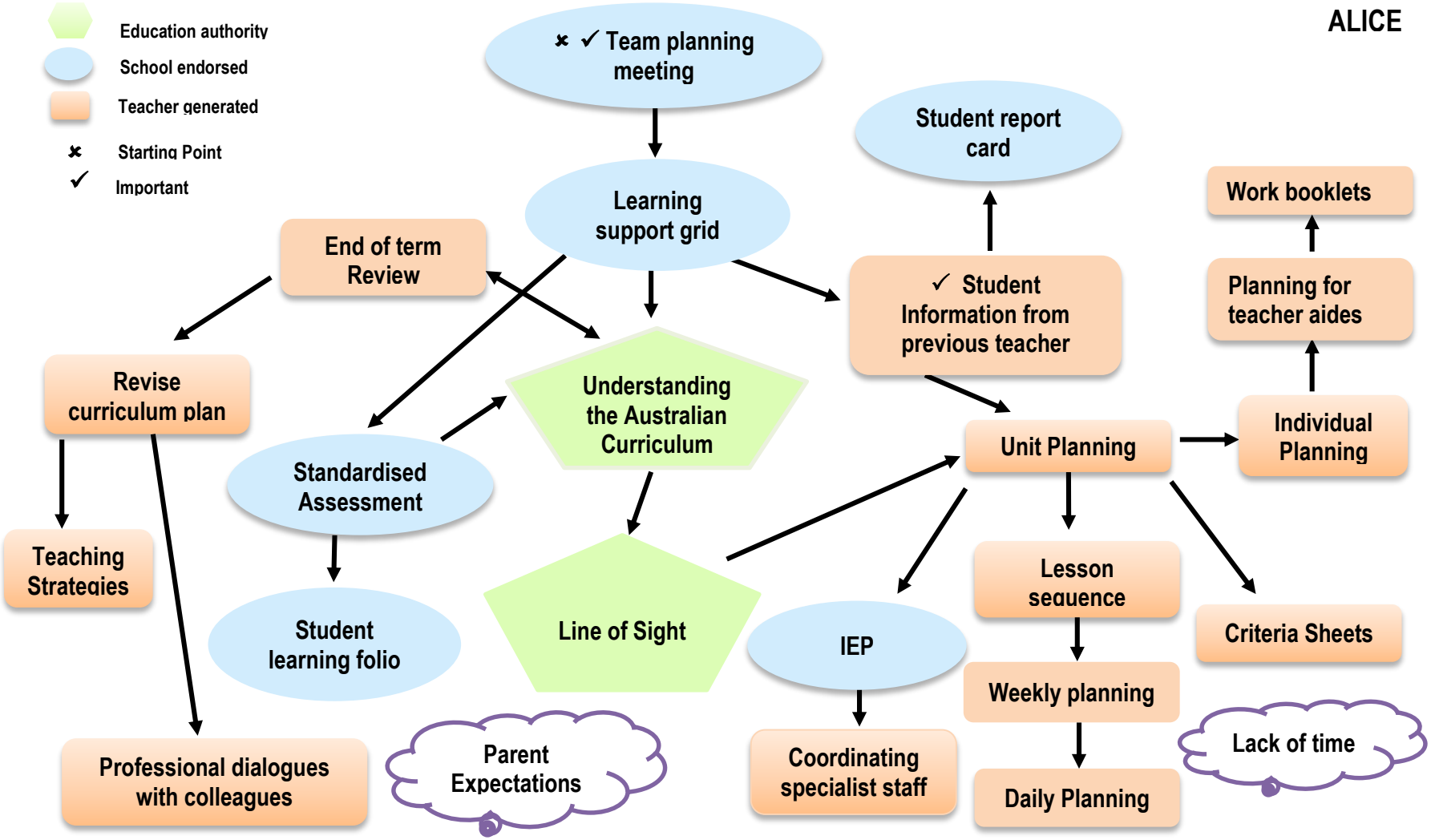
Through the conversation, Alice named a number of texts as influencing her everyday/everynight work but the most important texts in her work were *team planning meetings*, *student specific information from the previous teacher* and the *Australian Curriculum*. These ruling texts mediated a series of actions, commencing with the *team planning meeting*. Texts that generate a range of actions were regarded as a hub. The starting point for curriculum planning signposts textual hierarchy (D. E. Smith, 2006), and for Alice this was the *team planning meeting* which was prioritised as a key text (see Figure 4.2. Curriculum planning map – Alice). Alice states, "so the first thing we start with is getting together as a team, we have a team meeting and a review" (Line 20, Interview 2, Alice, 17/10/2014). It was noteworthy that Alice named the *team planning meeting* as both the starting point and a key/ruling text because her focus, noted through previous discussions was on the actual curriculum documents.

Curriculum planning texts (see Table 4.1.) were categorised into three types of texts; those that were obtainable through the education authority, as well as those texts that were school endorsed and texts that were teacher generated. Alice was a longstanding teacher and may have contributed to the creation or the decision-making about the school endorsed texts, which may be one reason that she valued these texts. The remaining texts were teacher generated and teacher controlled.

Alice's map revealed three significant textual hubs. The *team planning meeting*, critically led to the first hub, the *learning support grid*, "the biggest thing is the grid, so at this team meeting…" (Line 26, Interview 2, Alice, 17/10/2014). Both the *learning support grid* and the *team planning meeting* were school endorsed texts. The *learning support grid* was a summary of the student learning needs, and was developed and maintained by the Learning Support Teacher. The coordinated action in this instance was the text, the *learning support grid*. This text was used as a reference in order to make decisions about learners in relation to the Learning Areas of the Australian Curriculum, "so you need to understand these things and then apply it to the Achievement Standards and Content Descriptors…and from then we develop unit plans" (Line 56, Interview 2, Alice, 17/10/2014). For Alice, the second hub, the *Australian Curriculum* led to a number of actions including a process of reviewing the planning in the term overview from previous term, as well considering the *Line of Sight* text to generate the new planning for the upcoming term. D. E. Smith (2006) defines texts as being a process, a place or a document thereby making this hub quite significant for Alice. The second hub coordinated three sequences of action, thereby making this a primary ruling text.

The third hub, *unit planning*, generated a range of actions, some of which connected to other texts such as *individual planning* which led to planning for teacher aides and then work booklets. The *unit plan* also led to the *Individual Education Plan*, which did not connect to

Figure 4.2. Curriculum Planning Map - Alice



other curriculum related activities, but rather to a process of coordination of other specialist staff. This was focused on case management discussions.

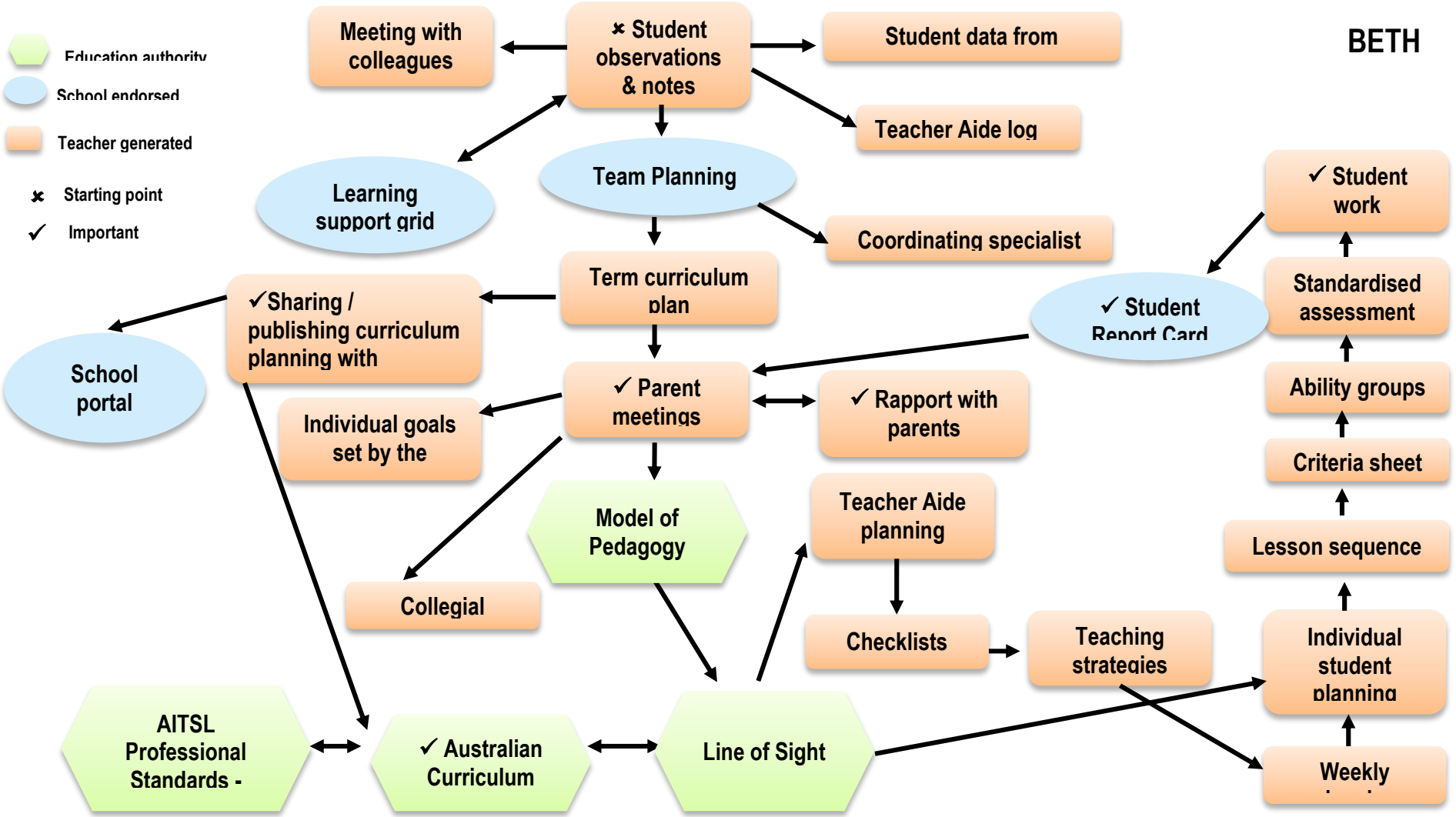
4.3.2 Beth

Beth appeared to be a dedicated and experienced teacher and spoke of her satisfaction and the importance of teachers' work, saying, "you feel very satisfied at the end of the day, I did a good thing by doing that" (Line 137, Interview 1, Beth, 5/092014). Beth described her fulfilment arising from knowing that she had done her work well, and in doing so, identified the most important texts she referenced were understanding the *Australian Curriculum, parent meetings, rapport with students and parents, sharing the curriculum planning* with colleagues, *the student report card* and *student work samples*. Appendix C is a copy of Beth's actual map.

Beth identified her starting point for the planning process was the intensive *student observation*, "I study him well and will link to observation" (Line 22, Interview 2, Beth, October 7, 2014). Beth was student focused (see Figure 4.3. Curriculum planning map - Beth), with *student observation* being the first significant hub which then coordinated a chain of actions and activities leading to the most important hub, that being the *parent meetings*. *Sharing the curriculum planning* with colleagues was another significant hub, which coordinated her everyday/everynight work. The *Line of Sight* text, another hub, provided direction *for individual student planning*.

The *student observation* hub coordinated actions that included processes of *meeting with colleagues* to discuss the student's learning needs, *team planning meetings* to plan the curriculum and referring to documentation, the *teacher aide log book*, the *learning support grid* and *data provided by specialist staff* such as the Guidance Counsellor and/or the Support Teacher. The *learning support grid* was document generated and maintained by the Learning Support Teacher detailing an individual student's specific learning needs and assessment

Figure 4.3. Curriculum Planning Map – Beth



results from standardised assessments. Beth identified the time demands of these actions as being pressing and commenced this sequence at the beginning of the school year only to continue it through to the end of the year, "after all this is done and I have a picture of that child which might not be the last picture you see…" (Line 72, Interview 2, Beth, 7/10/2014). The drive to know the child well in order to plan learning continued to coordinate Beth's actions throughout the school year.

Beth spoke frequently of her strong commitment to building rapport with her students and their parents, and the importance of making sure her planning was right for each of her students, an example of the language used throughout both interviews was "...it is very important to create that bond" (Line 147, Interview 1, Beth 5/09/2014). This meant that she often used her weekends to do schoolwork at the expense of time with her family. Beth said, "Sundays are exclusive for my work, I tell my family, my family knows they never invite me anywhere and I never go anyway, and if I go I am very grumpy anyway, so they don't take me" (Line 94, Interview 1, Beth, 5/09/2014). The notion of dedicating one full day over the weekend regularly to school work spoke of both the commitment to the planning requirements for this teacher and the impact this had on her everyday/everynight work as a teacher with regards to her family and friends.

Beth stated that *establishing rapport* was textual process that was critical to her work this action emanated from a chain of actions that commenced with the *parent meetings*. The *parent meeting* was the most substantial hub, and therefore significantly influenced the coordinated further actions. From the *parent meeting*, a textual process, Beth went on to reference the *Model of Pedagogy*, an education sector authorised text (see Appendix F), the *Line of Sight* text for each of the Learning Areas contain the Content Descriptors and Achievement Standards of the Australian Curriculum.

Beth stated she strived for equity for her students through having an understanding the various aspects of the Australian Curriculum, "I am giving him equity in the curriculum" (Line 205, Interview 1, Beth, 5/09/2014), "the child is first…then I fit my curriculum and my planning into [the] child" (Line 87, Interview 2, Beth, 7/10/*2014*). While the sequence of actions, commenced with the *parent meetings*, some subsequent actions were an end in themselves, such as *collegial support*, yet other actions led to cycles of action that finished with the *parent meeting*, and the cycle began again. The action loop commencing with the *parent meeting* had ten actions in total – using *Model of Pedagogy*, using the *Line of Sight* text, *individual planning*, *lesson sequence*, *criteria sheet*, *making ability groups*, using *standardised assessment* for reading, *reviewing student work samples*, generating a *Student Report Card* and then back to the *parent meeting*. Yet no action involved reviewing the actual published Australian Curriculum.

Four key actions coordinated by the *parent meeting*; those being *collegial support*, *individual goal setting by the student*, *parent rapport* and referencing the *Model of Pedagogy* emanated from the *Line of Sight* text. This text mediated three actions, of which two were part of the action loop that resulted from the *parent meeting* and the outlier appeared to be the *Australian Curriculum*, which led to the referencing the *Professional Standards for Teachers*. However, Beth did not discuss the *Australian Curriculum* in of itself nor the professional standards, and was unable to discuss in any detail how these texts were used to inform her curriculum planning practices. Beth's understanding of the *Australian Curriculum* was through the *Line of Sight* text.

4.3.3 Claire

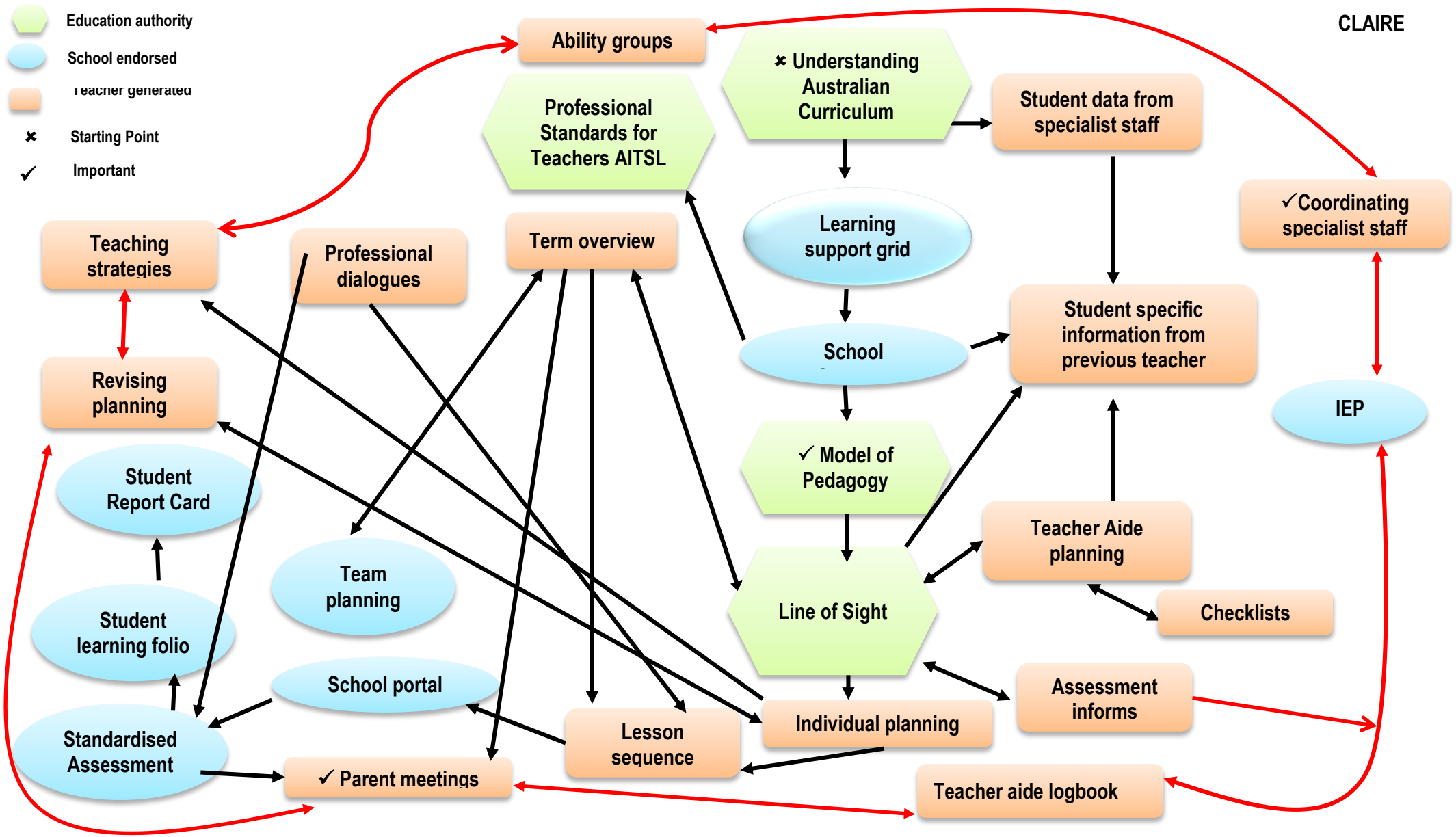
Claire produced an intricate and complicated map (see Appendix D for a copy of the actual map), and was the only informant to add a rotation of action as being continuous and ongoing throughout the planning process. As an early career teacher, Claire had a clear focus

on the Australian Curriculum, as this had been the only curriculum with which she had worked. Claire commented, "I think I've been in a really good position…. it was nice to learn with my peers about the Australian Curriculum…" (Line 72, Interview 1, Claire 9/09/2014). This understanding was evident on the map with the actions joined by the red lines (see Figure 4.4. Curriculum planning map - Claire). Claire stated that the *parent meeting*, *coordinating specialist staff* and the *Model of Pedagogy* were the most important texts she used when planning curriculum for students with a disability in her class. The *parent meeting* was important because this was central to "getting to know your learner", a phrase that Claire used multiple times throughout each of the interviews. Claire identified the school-endorsed text; the *student learning folio*, was not as useful as other texts.

Claire had constructed an almost linear spine to the planning process, and from this spine mediating texts radiated to form a chain of actions that were interconnected and reliant on each other. The 'spine' started with understanding the *understanding the Australian Curriculum* moving into the *learning support grid* that mediated actions of *accessing student information from the previous teacher*. This textual process, formed a hub, as it was central to a range of actions including *teacher aide planning*, *understanding school systems*, using the *Line of Sight* text and was informed by *student data from the specialist staff*.

As Claire talked through the 'spine', the *Model of Pedagogy*, informed by the *Line of Sight* text led to *individual planning*. This significant hub coordinated a range of actions that were "...happening continually, it is all part of the process you know, I think the cycle is changing your planning" (Line 20, Claire, Interview 2, 17/10/2014). Claire focused on the evolutionary nature of the learning and teaching cycle, "...it is always evolving because my information of the students is continually growing as well, as you build rapport with them, my teaching strategies, my own planning will change week to week because I'm acquiring new information" (Line 38, Interview 2, Claire, 17/10/2014). This process of continually

Figure 4.4. Curriculum Planning Map – Claire



reviewing and revising the planning and preparation of resources to support the individual learning plans for students with disability required tenacious teacher attention. The everyday/everynight work of teachers rarely ceases.

The constant attention on reviewing and revising curriculum planning, and engaging students in the requirements of the Australian Curriculum meant that Claire did not find the *Individualised Education Plan* documentation useful other than to provide some background information about the student. *Information provided by the previous teacher* was used with confidence to inform teaching strategies and curriculum planning.

> "I like to get to school quite early, last year I was getting here at 6.30 in the morning and I chose that because there were no other distractions around, not many other teachers around to come and have a chat so you can get some thorough planning time done. And for this particular student he needed a lot of extra work on fine motor, and sounds and sight words that the other children didn't need, so therefore I was planning some supplementary activities for him as well as planning for the year level. I felt like I was doing two lots of planning as well" (Line 100, Interview 1, Claire, 9/09/2014).

As an early career teacher, Claire was experimenting with her response to school processes and was critiquing the effectiveness of school systems, and therefore her engagement. Although Claire moved between student centred and curriculum focused planning, her starting point, reflective of her standpoint, was curriculum focused. Claire was striving for improved efficiency to ensure her effectiveness as a teacher. Even through the process of talking about how she planned for students with disability, Claire began to self-identify aspects of her work that she intended to reconceptualise with the next curriculum planning cycle.

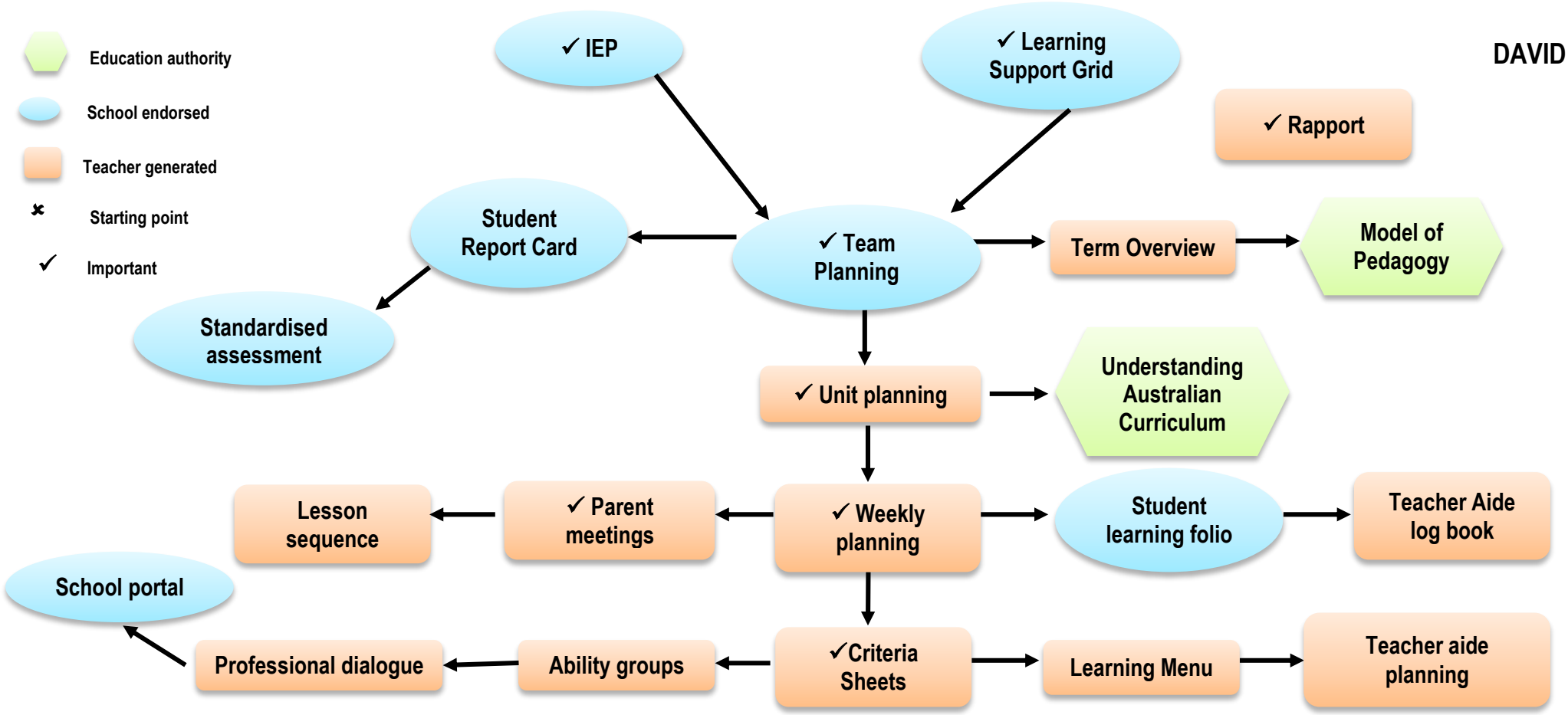
4.3.4 David

In constructing his planning map, David named four phases of the curriculum planning (see Figure 4.5. Curriculum Planning Map - David). Phase one was the starting point, this included the *learning support grid*, the *IEP* and *rapport*, building rapport with the students. While building *rapport* was important to David, it remained a disconnected text, and despite my efforts to explore how he believed rapport had mediated his actions David was not able to directly connect *rapport* with other actions as part of his planning process. David named the second phase of the process as planning. The planning phase included all the texts that stemmed from the *team planning* hub. The third phase, implementing and tracking, commenced with *unit planning* as a textual hub and included the Australian Curriculum. The fourth and final phase, accountability, emanated from the *weekly planning* textual hub. David's explanation of the phased approach included several spatial metaphors such as, "I know these days that I like to think more linear, I know that it's more like a cycle, I know it's a cycle but I like to know the levels now; there are all different levels" (Line 117, Interview 2, David, 17/10/2014). In talking about how he planned, David seemed to be creating a sequence of actions that enabled him to reflect but also to validate choices he made daily about his everyday/everynight work. Appendix E is a copy of David's actual map.

The texts David valued most through the planning process were *rapport*, the *learning support grid*, the *IEP*, *unit planning*, *parent meetings*, *weekly planning* and *criteria sheets*. Although he identified *rapport* was the most crucial textual process, it was through the conversation the mediating aspects of *rapport*, as a textual process, became more evident.

> "Rapport for me is the most effective tool in the classroom and the academic, because you need to know your learners but if they don't like you they're going to think why should I learn from you….so actually, I try to look for things, actually on the first day at school I don't do anything academic, it is

Figure 4.5. Curriculum Planning Map - David



actually getting to know the kids, their names…you put effort into knowing.." (Line 101, Interview 2, David, 17/10/2014).

David invested substantial time into planning and learning about the students, this included planning activities that enabled him to know more about each of the students in his class. For example, he used the special interest of one student to format a sequence of learning that encouraged active participation of that student in the learning cycle. *Rapport* was about establishing an environment of cooperation with students, so that planned activities of curriculum could take place.

Texts that were of limited value to David included the use of *standardised student assessment*, "I hate standardised testing…it's more of a guide, it isn't actually the full picture (Line 95, Interview 2, David, 17/10/2014). The *student learning folio* was also deemed of limited value, due to the time demands in the maintenance of the documents with little real outcome, "I'll probably find other ways to documents students' progress because this year it was time consuming…"(Line 97, Interview 2, David, 17/10/2014). Although these texts coordinated actions, David saw limited value in these actions as they did little to resonate with his relational approach to teaching the students in his class.

In summary, David's the linear approach to planning was represented as a spine, which encompassed texts *team planning*, *unit planning*, *weekly planning* and *criteria sheets*. The texts of the 'spine' formed the textual hubs, which coordinated actions or a chain of actions.

4.4 CONCEPTUAL UNDERSTANDING

The visual representation of the curriculum planning process as everyday/everynight work of teachers achieved by mapping activity of the teachers provided a pictorial scaffold of how "people routinely conduct their work through texts, forms and reports" (Campbell & Gregor, 2004, p. 33). While it was their routine work, it is complex, it is demonstrably an

example of the intricacy of how texts are activated by those who handle and use them (Campbell & Gregor, 2004; D. E. Smith, 1999).

D. E. Smith (1999) asserts that people's starting points are found in their real life experiences, with language and discourse as "active in producing and reproducing the social relations" (D. E. Smith, 1999, pp. 226-227). From the literature review, it was evident that values and beliefs influence curriculum planning for entitlement (see Figure 2.2. Conceptual Framework). In seeking to understand how the teachers produced social relations through these texts, their language seemed to be influenced by and reflective of their values and beliefs about curriculum planning for students with disability. David and Beth discussed their strong beliefs in the relational aspects of teaching which influenced their choice of how they use texts to inform curriculum planning. Alice focused on the curriculum planning, and while concerned for the student, her language focused on the learning sequences that result from curriculum planning. Claire, focused on planning learning from the curriculum, whilst working to ensure her learners were central to the process. There would appear to be two positions from which the teachers were planning, one being a student centred focus and the other coming from a lens of curriculum/syllabus driven. Both positions identified the cyclical nature of planning, by placing these two cycles side by side this produces the visual of an infinity loop (Figure 4.6. Balanced Planning for All). The challenge remains for teachers to incorporate the other part of the loop into their way of working, for teachers who are student focused to attend to curriculum/syllabus requirements and for teachers who focused on curriculum/syllabus to be more student focused. The visual representation below (Figure 4.6.) represents the cyclical nature of the infinity loop.

Figure 4.6. Balanced Planning for All

Text choices reflect the language used by teachers to ascribe their values and beliefs about learning entitlement, equity and excellence for students with disability. D. E. Smith (2005) suggests text + talk = social relations = ruling relations = ruling texts. Texts the informants identified as being ruling texts were those that formed hubs, where texts coordinated actions. A text can take the form of a document, a process or a location. The texts each of the informants valued were different. The talk that occurred in team meetings was therefore significant, as while they were dealing with common documents in a shared process the talk activated processes from which different sequences of action emerged. There were subtle nuances to the social organisation coordinated by the texts. The social relations with team teachers, parents and the children were significant, and these were the ruling relationships. The informants all talked of the importance of forming relationships with their colleagues and students, and three of them talked of the importance of positive relationships with the parents of their students.

In developing the maps of the curriculum planning process, what was apparent was that while much of this work was complex there were some aspects not connected to other texts or actions, such as rapport. This raised the question about whether there are required conditions needed in order to inform teacher curriculum planning for students with disability that are not easy to articulate. This may be a focus for future researchers to consider.

4.5 TEACHER STANDPOINT INFLUENCE ON CURRICULUM PLANNING

As each of the teachers went about the task of mapping his or her work very differently they described the textual processes they used when curriculum planning. What became apparent was the limited influence that the *Australian Curriculum* had on mediating teacher actions when planning curriculum. Through the process of co-constructing the map of the curriculum planning work of the informants, what became evident was that the idealised self, as a teacher and work self were not always the same.

In defining their work, Alice and Claire took a more cyclical perspective, at first working through what they did, and then adding what they believe they should do. Beth saw her planning process as a flowchart with a beginning and end, with the end being the end of the semester and the chart recommenced at the beginning. Each of the teachers stated that with each semester the planning process began again as if it were a new beginning for each student. The cyclical nature of the planning process meant that twice a year each of the teachers engaged in a very detailed and intricate planning process for the students in their respective classes. This cyclical nature of teachers' planning practices reinforced the importance of the social organisation in curriculum planning processes and the role the texts that were used that coordinated actions across time and locations. As well as the importance of understanding these translocal practices of teachers using texts similarly, it became important to understand their teacher standpoint about their planning practices for students with disability.

In talking through their daily practices, as actualities, rather than talking generically of a perceived way of working was challenging for the informants, however, these tensions seemed to be reconciled along the way. As they talked through their internal logic, they were able to describe their personalised approach to curriculum planning. This approach was regulated by the texts they used but also their own standpoint.

Teacher standpoint

The way informants interpreted texts was governed by their self-identity as a teacher which was influenced by their previous experiences, values and beliefs (Collinson, 2012). For example, Alice's teacher identity was affiliated to her self-belief about her strength in curriculum planning and it was reinforced by her recent studies in librarianship. She regarded herself as a competent teacher who was curriculum focused. Consequently, Alice investigated the intent and purpose of education-authority texts more deliberately than David, who saw these texts as only a guide for his daily curriculum planning practices. David was very focused on building rapport with students, engaging with digital technologies to build his pedagogy repertoire and for ideas of curriculum content, he willingly adapted planned learning activities.

> **David:** So one website I use a lot, in just not just in planning and teaching but in my behaviour management, I found though that is one I thing I need to work on. It is called behaviour needs and it has different webinars on how to organise a classroom. That is where I got the non-verbal communication ideas from. It has one like on how to work with difficult students so that's the one I'm watching at the moment just how to engage with students who are challenging. So trying to develop that rapport.
>
> **Interviewer (I):** So when you have done your planning, and talked with your colleagues… what do you do then?
>
> **David:** If I have time I will actually change it, because a plan is not meant to be, it is the guide, it's not meant to be followed… just a record. So if I have time I will actually even incorporate it [new ideas] into my plan, so I will make a note of it…
>
> We've completely had to change religion. So I'm doing a mini unit instead of the actual full unit. So if there is time or if I absolutely have to, I actually will change it (Lines 88 – 92, Interview 1, David, 10/09/2014).

The influence of teacher values and beliefs on curriculum planning practices was even more apparent when each of the teachers were asked to identify the starting point for their

curriculum planning. The starting point for planning for each of these teachers was categorised as either student centred or curriculum focused, which meant the teacher either started with getting to know the student or a curriculum document (see Figure 4.6. Balanced Planning for All) (Collinson, 2012; Conway, 2012; Webster & Ryan, 2014). Teacher standpoint was apparent in what they needed to know and in what they wanted to know in order to use the text, and how they began the curriculum planning process for students with disability. Beth preferred to use her own documentation, but meeting and establishing a relationship with the student's parents was crucial.

> **Interviewer (I):** So now I am going to ask …what are the most valuable…document, or a process.
>
> **Beth:** I think documentation could be mine, documentation. Meeting parents is very important for me…(Lines 102 – 103, Interview 2, Beth, 15/10/2015).

She then went on to describe how important regular communication with the parents was to her as a teacher, and by doing so reinforced the value she placed on the relational aspects of role as a teacher.

The language the teachers used reinforced their values about students with disability and their beliefs about learning for all. The mediated discourses, how the informants talk about their work, framed the issues and established the terms and concepts from which the social organisation emerges (DeVault & McCoy, 2006). David and Beth discussed their beliefs about the relational aspects of learning, how these beliefs influenced their choices of curriculum planning texts for students with disability. Beth's values about catering for individual student needs were realised by "changing and adjusting my plans for him…" (Line 205, Interview 1, Beth, 5/09/2014). In doing so, Beth made constant decisions each day about the priorities for learning, yet the unit plan or daily planning did not influence these decisions but rather her choices were governed by her assessment, re-assessment and

response to the student's presenting needs (Paterson, 2007) rather deferring to the mandated curriculum to ensure full learning entitlement.

Alice was focused on curriculum planning, her descriptions of her work concentrated on the planning sequences associated with the curriculum planning process, and the subsequent learning sequences for students.

> **Alice:** …..I have taught everything from 2 to 7…
>
> **Interviewer (I):** So with this little guy you have in mind [student with disability] and maybe other students that you have taught in the past…how do you go about the planning….I'm really interested in hearing about access to the curriculum.
>
> **Alice:** Well my support for him, there is a lot of physical placement in the room. I have the microphone and speakers in my room.
>
> I have that for my voice, but I use that for him. Any instruction I give I position myself in a particular spot for him. That's it basically. And also I have an ASD child in my class so I piggyback the time I've got for him….
>
> **I:** So in terms of his planning…you talked a lot about using the Australian Curriculum. Can you…. talk to me through that?
>
> **Alice:** Well basically, I look at the achievement standards, looking at where the kids are at. Initially when you get them, obviously, you have some kind of plan, but then you adjust based on your initial assessments.
>
> **I:** So, is that a class plan or a year level plan?
>
> **Alice:** It's actually year level, so we plan across the year level, as much as we can and then we adjust accordingly. So for this little boy, it hasn't been so much adjusting the standard of the curriculum, because he has shown he can do it. So for him, it's more about adjusting my method of delivery (Lines 46 – 57, Interview 1, Alice, 2/09/2014).

For Alice, her focused attention was on curriculum texts supported by her "method of delivery". However, when asked to elaborate about the "method of delivery" or adjustments made, her response returned to the curriculum planning sequence that she used.

The descriptions by the teachers of their planning processes indicated at least two standpoints from which they operated, one being student-centred and the other curriculum focused. Both of these perspectives informed the curriculum made available to students with disability, yet focusing on one standpoint seemed to restrict full access to the curriculum. While being student centred, and willing to personalise learning, Beth had focused attention on building a positive bond with her students with disability and she described how this was prioritised over the planned and intended curriculum. The commonality from both standpoints was the shared cyclical nature of planning. The challenge raised by the principles of entitlement is for teachers to be able incorporate both perspectives, being student centred and curriculum focused, all the while moving with fluidity across the ellipse; student centred teachers deftly attending to the curriculum focus and vice versa when planning curriculum for all students, but in particular those students with disability.

Figure 4.6. Balanced Planning for All

The *Line of Sight* textual hub mediated actions that lead to mostly teacher-generated texts. Alice and Claire, when constructing their cartography of their work, emphasised the curriculum texts whereas Beth and David focused on the relational aspects of their work particularly on student and parent relationships. The visual representation of Figure 4.6. Balanced Planning for All provokes consideration of how school leaders might support their teachers to reflect on standpoints that are prioritised by the textual processes that coordinate their actions and consider how to cross the nexus to engage with the other portion of the loop without losing perspective of those aspects that are working.

4.6 CONCLUSION

This chapter provided an indication of the narrative used by the teachers as they explained their daily work practices. Each of the ruling texts were personalised by the teachers to suit their situation. For example, the year level they taught, their professional and personal experiences, their self-identity as teachers, and values and beliefs they seemed to hold about the essence of the learning and teaching cycle for all students and how these transferred to planning for students with disability, if at all. In making sense of their individual story, this foregrounded their everyday/everynight work as teachers. The consequence of this personalised approach to teaching students with disability influenced access to learning entitlement whilst all the while done in good faith with intentions of being a supportive teacher. The following chapter will provide an analysis of the information provided about their daily curriculum practices for the students with disability in their class.

Chapter 5: Analysis

In Chapter Four, I described the texts that coordinated sequences of action of four primary school teachers/informants as they planned curriculum for students with disability for their local context, the classroom. Institutional ethnography seeks to "find and describe the social processes that have generalising effects" (DeVault & McCoy, 2006, p. 18). To identify the social process, I first identified the texts that teachers mentioned and processes they used. I then created an exemplar map with the texts on post-it notes so that I could return to the teachers and they could move the texts around on the map. This allowed me to probe for meaning and the mediated sequences of action, and the social processes of these teachers when they were planning, which was represented in the clarified maps with arrows. The information garnered through the interview process was analysed for emerging themes about how different texts that the teachers used to plan curriculum for students with disability were valued, and the social processed were having generalised effects, from which the three types of texts, teacher-generated, school-endorsed and education-authority texts emerged. The individual map of each of the teachers' everyday/everynight work contributed to understanding the generalising effect of these texts. As I transcribed the interviews, I noted key phrases, emotions, social activities, phrases that seemed to indicate underlying beliefs, where texts came from and where they went, which together revealed how the texts coordinate/mediated their actions. I revisited the transcriptions to identify the generalising effects, and noted additional absences and contradictions, such as the value around the IEP.

This chapter conceptualises an understanding of how the ruling texts structured the social organisation of curriculum planning for students with disability. Ruling texts were actioned to coordinate and mediate the daily work of these four primary teachers as they

worked. Insight into teacher practices is significant for both teachers and school leaders, as it is "in the interest of those about whom knowledge is being constructed" (Campbell & Gregor, 2004, p. 68), particularly at this juncture in time whereby teachers are struggling with how to meet the learning entitlement of students with disability as explicated in the Australian Curriculum (Berlach & Chambers, 2011). By understanding how curriculum planning for students with disability was coordinated, teachers and school leaders respectively can reflect, adapt and be responsive to the daily work of teachers.

Through the interview process the teachers talked about ruling texts that coordinated their work, and in doing so identified the social organisation of this work. The process of talking through their planning practices revealed text choices which were influenced by their personal standpoint as they planned learning for students with disability in their class, that included notions who gets what, who is treated in what way and who can do what (Ainscow et al., 2012).

As it will be seen later in this chapter, while education-authority texts played important roles in maintaining institutional status quo, they did not seem influential in planning curriculum for students with disability. Opportunities for discussion with colleagues, such as teacher meetings were highly valued by all of the teachers. Significantly, the informants preferred teacher-generated texts, where they had greater control, although the reliance on these texts potentially restricted the students' access to curriculum entitlement.

This investigation was to understand how do curriculum texts mediate the daily practices of teachers who are working towards promoting equity and excellence through the provision of learning entitlement for students with disability. In order to understand how texts mediated practices, this necessitated identifying what texts teachers chose to reference and how these texts mediated the daily curriculum practices of teachers.

5.1 IMPORTANCE OF TEACHER-GENERATED TEXTS

Understanding where texts came from assists with knowing how specific texts coordinate and organise peoples activities within institutions (DeVault & McCoy, 2006). Through talking about their work, the teachers/informants made visible the texts they used when planning curriculum, text sources garnered, as well as what happened because of the text. The complexity of their daily work was a surprise to the teachers. Through talking about their everyday/everynight work the teachers became more conscious about their daily activities, and how these actions were coordinated in such a way that prompted self-reflection and an undertaking to consider new ways of working. Furthermore, the social organisation of their everyday/everynight work began to emerge, as did the text sources that scaffolded this work.

As already discussed, the informants named thirty-one texts in total used either concurrently or subsequent to each other, or because of each of other, thereby revealing how texts mediated each other. As the researcher, I coded these texts into three categories; education-authority texts, school-endorsed texts and teacher-generated texts. Campbell and Gregor (2004) emphasise a key analytic concept of institutional ethnography is to avoid artificial categorisation of the data in ways that make the social relations ambiguous. While important to avoid artificial dissection of the data, the three categories of education-authority, school-endorsed and teacher-generated texts emerged organically from the data, and this way of making meaning was endorsed by the teachers.

These categories of texts gave insights into how these texts mediated the social organisation of the teachers' work and their everyday/everynight actions. Education-authority texts were formal, publicly published texts that were easily accessible to all teachers on the school portal, the education sector intranet and/or publicly available on the internet. The education sector authority provided access to these texts to teachers through or on the

sector intranet, with an expectation they would utilised as essential resources by teachers (Brisbane Catholic Education, 2015a). The texts of the Australian Curriculum included a public consultation process with a small number of teachers (Atweh & Singh, 2011), but generally, these texts were made available for teachers to use, with minimal guidance. Once published, teachers had no option to directly influence the content which was not negotiated with teachers and nor was there an opportunity for teachers to provide feedback. Teachers were expected to understand the content of the texts and know how to maximise their use to inform curriculum planning for all students (Reid, 2014; Webster & Ryan, 2014). Other examples of texts made available to teachers, with an expectation of presumed understanding and use, included the *Line of Sight* document authored by Brisbane Catholic Education, the *AITSL professional standards* authored by the Australian Institute for Teaching and School Leadership and various *standardised assessment tools* authored by the Australian Council for Educational Research (ACER).

School-endorsed texts were those texts developed by and/or agreed upon at the local school level. The school-endorsed texts were more provisional in their authorship as they included opportunities for teachers to be involved in the development, revision and retention of these texts through staff consultative processes, this was a point in time and at the time of this research inquiry there had been no changes to school-endorsed texts for some years. All teachers on staff at the time of text selection had input into which texts, how these texts would be used and therefore, what social processes would be used to maintain text use. For example, the *learning support grid*, a text about students with learning needs was discussed at a staff meeting, and staff agreed to use this text to inform curriculum planning. Consequently, teachers had an understanding of the text, there was shared cultural knowledge of how texts came into being and expectations regarding their specific usage. For teachers who had joined the teaching staff more recently, such as Claire and David, their knowledge

and understanding of the school-endorsed texts was established through being immersed in the local school wide protocols and procedures, which in turn both strengthened current school organisational structures and was reinforced by these structures. School-endorsed texts included *year level planning meetings*, the *learning support grid* and the *student learning folio*. The *student learning folio* a text that none of the teachers considered a crucial text when planning, yet used by all of the teachers. Specifically, both Claire and David stated, that in their view, the *student learning folio* although a regulatory text, had limited value as the purpose was unclear, and they were not sure of the intended outcome.

> **Interviewer (I):** So now I am going to ask you to put red dots on things [texts]…that you see no value in… Why did you choose student learning folio?
>
> **Claire:** I find sometimes the processes we have in place for our folios I feel like we're putting things in just to fill up the folio. There is no system in place why this is valued; there is no communication with the parents. I don't feel we use them successfully. Perhaps whilst I could do without it they could be done in a different way.
>
> **I:** It is actually something that you do because it is a school requirement?
>
> **Claire:** It is a school a requirement; it is a chore….. I think I value everything else quite a lot (Lines 51 – 54, Claire, Interview 2, 7/10/2014).

Nevertheless, the *student learning folio* was a regulatory text because it still managed to coordinate institutional everyday/everynight work of teachers in a way that was replicable across sites (D. E. Smith, 1999). The *student learning folio*, a school mandated text, was a collation of teacher annotated student work samples which required teachers to notate student works samples, place these documents into the *student learning folio* with regularity and to store the *student learning folio*. The coordinated actions associated with this text increased the everyday/everynight work of teachers despite the perception there was little benefit to

either the planning process or student learning outcomes for students, including students with disability.

The texts that had greatest influence over teacher planning work were teacher-generated texts. These were texts that each teacher had full control over. These texts were generally designed and revised by each individual teacher who then maintained and retained their use and effectiveness, as they made all the decisions as to how and when to use any of these specific texts. Teacher-generated texts included *unit planning*, *teacher checklists* and *term overview*. Both the *unit planning* and *term overview* were categorised as teacher-generated texts because there was no school mandated template or process determining the presentation and application of these documents yet there was a very clear expectation, which was non-negotiable, for every teacher to have curriculum plans for respective classes even though specific texts were not regulated at the school level.

There was teacher discretion about the creation of teacher-generated texts, as evidenced in the flexibility of textual form and timing of production for these texts, nonetheless the process was iterative.

> **Beth:** I go onto K Web a lot on Learning and teaching. There is a lot of stuff there.
>
> **Interviewer (I):** So the templates [education-authority templates] that you talked about; do you use those very much?
>
> **Beth:** I just make my own templates sometimes. Sometimes I borrow, steal, do whatever; just make my own.
>
> **I:** So your planning templates, is that something that you've got as a shared template or something you develop separately?
>
> **Beth:** I developed it.
>
> **I:** And are you happy with it?
>
> **Beth:** Yeah, I am very happy with it, I keep on adjusting things; if I'm not happy I keep on changing (Lines 116 – 123, Interview 1, Beth, 5/09/2014).

The capacity to control teacher-generated texts was highly valued by the informants.

In summary, the teachers did not privilege one text type (process, product or location) (DeVault, 2006) over another, however, there was evidence of preferential text source, where the text came from. Of the three sources, the education-authority, school-endorsed or teacher-generated texts, worth noting as their differential responses to texts based on their source, a textual *source* hierarchy pervaded. The teachers used more teacher-generated texts than education-authority texts or school-endorsed texts. The teachers talked about the malleable use of the teacher-generated texts, and as they were more manageable than the other texts, these texts therefore coordinated more actions. These texts were developed and maintained by individual teachers, consequently these texts were flexible as teachers revised and adapted them to suit their own local context. In closing, teacher-generated texts where developed and deployed at the discretion of the individual teacher, yet there were striking similarities across all four teachers in their choices of texts and purpose of use. Furthermore, many of the teacher-generated texts were mediated by the *Line of Sight* document, which formed a textual hub.

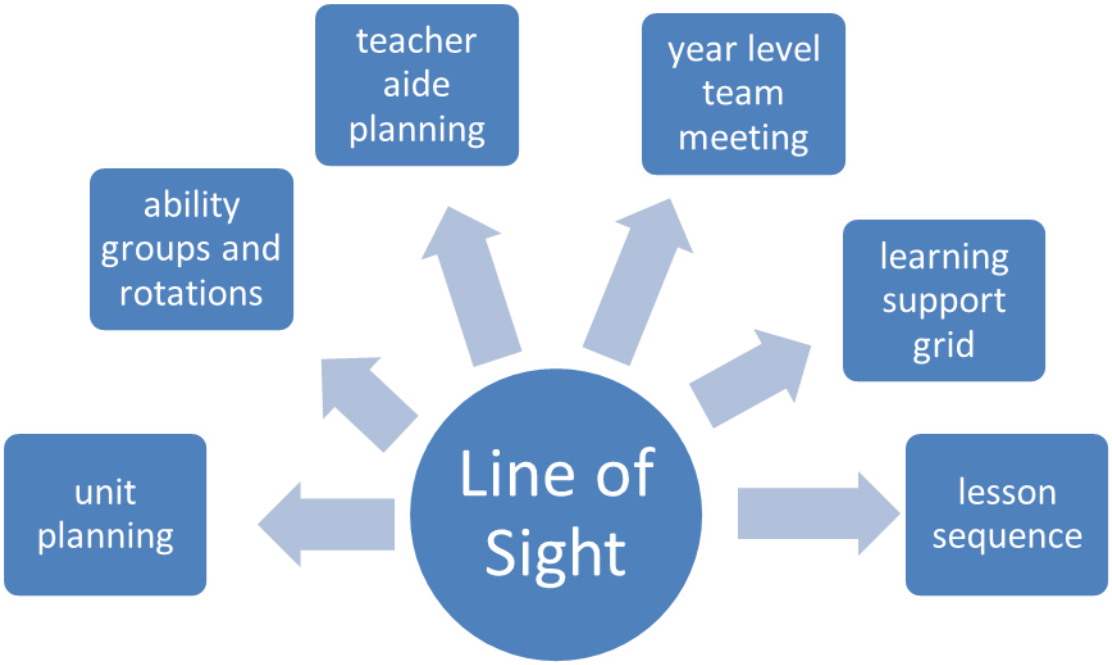
Textual hubs

D. E. Smith (2005) ascribes textual hubs as being those texts that regulate the actualities of the institution, these are the regulatory texts. The textual hubs became evident on the individual maps created by the teachers. Each textual hub regulated sequences of actions that maintained institutional practices by teachers at E School, which were self-sustaining by way of regulated coordinated actions by teachers. How teachers responded to the textual hubs was influenced by their standpoint, which incorporates their values, beliefs and self-identity as a teacher.

Textual hierarchy occurs when "higher order texts regulate and standardise texts that enter directly into the organisation of work in multiple local settings" (D. E. Smith, 2006, p.

79). Importantly where texts coordinated actions these texts acted levers for new actions and new textual hubs formed. This process indicated intertextual hierarchy. Where a textual hub formed, this meant a specific text coordinated actions including the use of other texts. The *Line of Sight* document was an example of such a textual hub (see Figure 5.1. Textual Hub: Line of Sight - a regulatory text). The *Line of Sight* document, an education-authority text, coordinated actions including professional dialogues that were associated with the process of highlighting aspects of the achievement standard of a Learning Area of the Australian Curriculum, such as English, that was to be the learning focus for the following term. This textual hub generated sequences of actions associated with teacher-generated texts, which included *unit planning, planning for teacher aides, year level meetings, learning support grid* and *lesson sequence*. Sequences of action were dialogic and interactive, as well as iterative; the *Line of Sight* text contributed to the social organisation (D. E. Smith, 2005) of the everyday/everynight work of these informants by way of the development of shared language and understanding between the teachers is evident in this textual hub.

Figure 5.1. Textual Hub: Line of Sight - a regulatory text



In order to contribute to and partake in these sequences of actions the teachers developed a shared understanding and common language about the processes associated with the *Line of Sight* document with their colleagues who were teaching the same year level. This hub therefore served to structure the group's practices and maintain the institutional status quo. This happened through the coordination of social activities, which is explored in the following section.

5.2 HOW TEXTS STRUCTURE THE SOCIAL ACTVITY OF CURRICULUM PLANNING

Ruling texts formed textual hubs and it was within the textual hubs that sequences of actions were organised and coordinated through the emergent social relations. For example, Alice talked about how she and her year level colleagues used the *Line of Sight* document and in doing so described how this text structured their social activity of dialogue and decision making about curriculum planning. For example, Alice stated,

> We've gone to KWeb [education sector intranet] again and printed off all the sheets that Cath Ed has put together or someone has put together that shows the whole curriculum on one page [*Line of Sight* document]. We get four different highlighters and once we've covered it, and obviously you cover it more than once, this is our focus in Term 1 and this is our focus in Term 2 with a different colour and so on. So at the end of the year we can go we've done our best this year, but basically we've covered (Line 322, Interview 1, Alice, 2/09/2014).

Through the doing of the highlighting, the teachers were coordinating an agreement about their priorities for their curriculum planning. There is no mention of students with disability at this stage as the *Line of Sight* document was regarded as authoritative, and the teachers were not questioning, adding to or manipulating the document, but rather the text was regulating the decisions and the priorities.

> **Claire:** …we've done the line of sight work so we know where we have to go…

I: And do you share that work amongst yourselves?

Claire: We do….rotated particular key learning areas. So this term I might doing science and next term I might focus on doing the religion unit plan….to break up the work… But we'll sit together to work out what we want done in the particular units. Which works quite well I think (Lines 264 – 266, Interview 1, Claire, 9/09/2014).

Claire discussed the how they shared the workload once they had completed processes associated with the *Line of Sight* text. The social organisation of the processes mediated by the *Line of Sight* text continued beyond the initial meeting with colleagues and continued to regulate decisions made by the teachers. The division of the tasks associated with curriculum planning ensured a level of conformity amongst colleagues, structuring the work so that teachers felt they needed to generate curriculum plans in the same way as others did with less emphasis on designing learning sequences to meet the specific learning needs of students in their respective classes. Through the regulatory work of this text, planning curriculum for students with disability, was therefore an additional action for individual teachers that was structurally situated beyond the centrally designed curriculum planning process.

Although the *Line of Sight* document formed a textual hub, the document was empty of one type of meaning in that it was a summary of the Australian Curriculum and did not add any interpretation or additional information, yet it had another type of meaning as it regulated teacher work. The hub activated professional discussions, as they met together during the school day in the meeting room, to highlight and colour code the document. For Alice, this then coordinated a series of independent actions associated with teacher-generated texts, undertaken at home and at school leading to the documentation such as the *unit plan*. David named *team planning* as a textual hub, the *team planning* process which included meetings/dialogue with his year level colleagues to identify the focus for learning for the following term, however the basis of this process with the *Line of Sight* document. Although

David did not specifically name the *Line of Sight* text at this juncture he described the outcome of the meeting was a colour-coded document for the Learning Areas.

Texts used in the curriculum planning process played an important role in the social organisation of the local school community. Local actions arising from using the texts contributed to maintaining the institutional status quo. For example, the *year level planning meeting* was a school-endorsed text. The status quo was maintained by the regulatory texts of the *learning support grid* and the *student learning folio*. The *learning support grid* regulated interactions between the class teacher and the learning support teacher. The learning support teacher provided the text to the teacher, initiated a meeting with the teacher to discuss the content, thereby ensuring continued use of the text. Class teachers participated in the social actions associated with the *learning support grid* by talking about the information provided in the text with the learning support teacher. Another example of coordinated social organisation was the *student learning folio*, when teachers annotated student work samples and added these to the *student learning folio* which was then passed onto the teacher the following year. The requirement to pass this folio onto the next teacher ensured the maintenance of the text within the institution. Both the *student learning folio* and *learning support grid* were texts that had the potential to focus on informing personalising curriculum planning for students with disability, but their main role seemed to be coordinating teachers' everyday/everynight activities in ways that did not fulfil this potential. These texts were replicated across time, year to year, and across sites, teacher to teacher and their classrooms. These translocal activities assisted to maintain the institutional use of these texts.

Not all texts regulated teacher work in the same way. Turner (2001) suggests that texts that come to hand immediately are those that frame informants' discussions about their work and therefore are those for which there is most focused attention, thereby mediating daily activities. Each of the teachers spoke of the team meeting identifying this dialogic process as

a ruling text as it coordinated a range of actions. While not formulaic, an equation represents the process: text + talk = social relations = ruling relations = ruling texts (D. E. Smith, 2005). The *team meeting* was an intersecting text that coordinated different actions for teachers. For Beth and David, who were both very student focused, this led to their additional curriculum planning actions for students with disability after the *team meeting*. Their planning responses drew on social relational texts, such as *individual student goals* and *lesson sequence* respectively, teacher-generated texts they could develop in response to student specific interests. Whereas when Alice was planning for students with disability, the *team planning meeting* led her to consideration of the data about students with disability presented in the *learning support grid.* From this text she added specific student data to *unit planning*, a teacher-generated text. The way the teachers' each responded to the texts from the textual hub, what texts they preferred and disregarded or minimised the value of texts or those they did not, coordinated sequences of actions that preserved and nurtured ruling relations. These choices were negotiated within influential social relations.

Social relations are formed across time and space, and are embedded in the talk and actions of the participants (Campbell, 2006), which is shaped by texts of the institution (G. W. Smith, Mykhalovskiy, & Weatherbee, 2006). The talk at the *team meetings* for David mediated the *term overview*, *unit planning* and the *student report card*. Although these actions were followed through independent of colleagues, it provided a common and shared language for David to follow up with his year level colleagues, "...we did collaborate a lot now, so at least once a week we would have noncontact time for an hour to see what you are doing..." (Line 67, Interview 1, David, 10/09/2014). The social relations embedded in the talk, and the actions that followed facilitated professional dialogues with his colleagues. Furthermore, Claire explained how she organised her work following the talk that accompanied the *Line of Sight* text, "...we would plan together and then it would come back

to our individual instruction and the way we ran our classroom individually" (Line 92, Interview 1, Claire, 9/09/2014). Smith contends that when anyone speaks in a sensible and coherent manner about their lives, they also speak of social relations (Campbell & Gregor, 2004, p. 79). The school and institution shaped the social relations of participants through the provision of release time for year level planning, whereby year level colleagues planned together, with subsequent curriculum planning work completed at their own discretion, in a time and space determined independently.

As the informants described how their everyday/everynight work was entwined with their daily life, and they communicated the minutiae of their relationships with colleagues, families and friends, the social organisation of their relationships and how this structure influenced their everyday/everynight work became apparent. Alice worked at night, around her young family's needs; Beth worked all day Sunday, her friends and family knew not to invite her social events. Claire liked to get to school early in the morning; it was at this time that she collaborated with other early arriving colleagues. Whereas David collaborated online, his collegial support came from a virtual online community that he accessed mostly at night to support him in his everyday/everynight work. The everyday/everynight curriculum planning work of these teachers was constant and permeated their lives in such a way that it was organising when, where and how they worked as well as when they socialised with family and friend.

5.3 RISKING ENTITLEMENT THROUGH RE-CONTEXTUALISED TEXTS

This thesis was motivated by my concern that students with disability are entitled to access the full Australian Curriculum. One of the findings from this analysis is that the Australian Curriculum was not operating as a regulatory text. Instead, the *Line of Sight* text, a re-contextualised form of the Australian Curriculum was mainly influential in determining which curriculum was made accessible to students with disability. Singh (2002) draws on

Bernstein (2000) to define re-contextualisation as when“ a discourse is moved from its original site of production to another site where it is altered as it is related to other discourses” (p.573). The *Line of Sight* text supplanted the published learning areas of the Australian Curriculum for these teachers, so that the re-contextualised Australian Curriculum learning areas were moved to alternative site where it was interpreted by the teachers, and therefore altered. When questioned about how they used the ACARA published version of the Australian Curriculum, the teachers were not conversant with the aspects of the website or the dynamic components of the Australian Curriculum.

The teachers were not able to articulate an in-depth understanding of the dynamic aspects of the digitally published Australian Curriculum. They had an abridged understanding of the intent and purpose of this text. When Alice, Claire and Beth discussed the Achievement Standard and Content Descriptors, they were referring to the static version on the *Line of Sight* text. The *Line of Sight* documents were published in June 2014 (Brisbane Catholic Education, 2015c), at that time Version 6.0 of the Australian Curriculum was the most current version (Australian Curriculum and Reporting Authority (ACARA), 2015). There was no version control identifiable on the *Line of Sight* document; the Australian Curriculum version was unknown. Version 8.0 of the Australian Curriculum was released in October, 2015 (Australian Curriculum and Reporting Authority (ACARA), 2015).

David did not refer to the Australian Curriculum specifically when he described his planning process. Initially I was confused until I realised the informants interchangeably referred to the *Line of Sight* text as the Australian Curriculum. It seemed the further away the informants were from control of the text, the less likely these teachers were to engage with the Australian Curriculum in its original form. Furthermore, the *Line of Sight* text was not well understood or conceived as a dynamic reference point. Although the *Line of Sight* document was published on the education sector intranet [KWeb] with hyperlinks to the

Content Descriptors of Australian Curriculum, however, the teachers read this text as a static document that they printed and used it as a checklist, "...I just have document in front of me" (Line 57, Interview 1, David, 10/09/2014). The ruling relations of the *Line of Sight* text led to it being a printed document prior to the *team meeting*.

> **Alice:** We've gone to KWeb again and printed off all the sheets that Cath Ed has put together or someone has put together that shows the whole curriculum on one page. We get four different highlighters and once we've covered it, and obviously you cover it more than once, this is our focus in Term 1 and this is our focus in Term 2 with a different colour and so on. So at the end of the year we can go we've done our best this year, but basically we've covered.
>
> **Interviewer (I):** So they talk about that line of sight planning, that A3 one pager, so you colour code for each of the semesters for all of the learning area.
>
> **Alice:** Yep, well that's our goal.
>
> **I:** Well then for students with a disability, how are you dealing with the idea of equity and then excellence around achievement?
>
> **Alice:** Well I guess they don't, there is nothing about them in that document. But then there's the privacy issue if you did have.
>
> **I:** ….how are you recording what you do for them?
>
> **Alice:** I guess, like I said before, we probably aren't unless apart from if they're on an IEP.
>
> **I:** So have you seen the ACARA documents around students with diversity?
>
> **Alice:** Yeah, I've seen them.
>
> **I:** Have you been able to talk about…look at it?
>
> **Alice:** No….I have to be honest (Lines 322- 334, Interview 1, Alice, 12/09/2014).

Even though the *Line of Sight* text was a significant textual hub, it only had a cursory role in teacher planning practices for students with disability. In planning for students with disability there was more reliance and use of the school-endorsed and teacher-generated texts, many of which were re-contextualised texts.

The three dimensions of the Australian Curriculum these being firstly the Learning Areas (subject areas syllabuses) comprising of the Achievement Standard and Content Descriptors for the subject area; secondly the seven General Capabilities and finally three Cross-Curricula Priorities. By not using all of the three dimensions of the Australian Curriculum, as it was intended, as the basis for curriculum planning for students with disability the teachers may jeopardise these students access to their full learning entitlement as outlined in The Shape of the Australian Curriculum V4.0 (Australian Curriculum Assessment and Reporting Authority (ACARA), 2015) and Melbourne Declaration on the Educational Goals for Young Australians, 2008 (Ministerial Council for Education Early Childhood Development and Youth Affairs, 2008). Teachers decide what is in and what is left out when planning curriculum and learning sequences for their class (Webster & Ryan, 2014). Unless they are paying astute attention to matters of equity as they make these decisions there is a risk of minimising student engagement with the depth and breadth of all of the dimensions of the Australian Curriculum (Larson & Barton, 2013).

The Australian study undertaken by Dempsey (2012), reviewing Individual Education Plans (IEPs) and quality teaching methods for students with disability suggested there were broad inconsistencies of education programming for students with disability. The recently released Australian Government guidelines - Planning for Personalised Learning and Support: A National Resource (Australian Government Department of Education and Training, 2015b) identifies three principles for improving learning outcomes for students with disability; these are quality teaching and learning, consultation and collaborative practice and planning. This guideline articulates clear expectations of teachers to provide rigorous learning experiences with high expectations from the mandated national curriculum for students with disability.

The *Line of Sight* text is an example of how a common understanding and shared language evolves within an institution, the social organisation of knowledge (D. E. Smith, 2005). Although as an employee of the education sector I was familiar with the text, it took a number of interviews and probing for me to appreciate the level of social organisation this text had amongst these informants in the context of E School. This included realising when the informants were talking about the "*Australian Curriculum*" they were in fact referring to the *Line of Sight* document.

> **David:** Our portfolios is a collection of basically English, maths, science, history, religion, geography and the specialist teachers have a section as well. So mine is used to document how they are going. So I use lots of criteria sheets, as well that come from the Australian Curriculum. So I've created also a tracking sheet for maths and English so where they are now and where they're going to be in 6 months. Tick tick highlight if they've done it…Each terms work is different colour coded (Line 143, interview 1, David, 10/09/2014).

Colour coded highlighting was an institutionalised action associated with the *Line of Sight* text, not the digital published *Australian Curriculum*.

The institutional knowledge of this text shared by the teachers coordinated a substantial number of sequences of actions. These actions reinforced each other because the teachers chose each text and therefore there was a cumulative effect, which consequently led to the preservation of the status quo. For example, Beth described how she planned for a student with disability in her class, a plan she was constantly changing.

> **Interviewer (I):** So…now that you know that about him, when you…have a term planner, a weekly plan?
>
> **Beth:** Yes and a weekly plan
>
> **I:** A weekly plan, how do you then record what you are doing for him and what you need to do?

> **Beth:** Ok so what I do, I involve him in the class.…For example, so for this term I said let's have a goal…His goal for this term was to read more. And write more….So we've made a storyboard…For this boy what I did, I made another sheet [criteria sheet]…
>
> **I:** So when you come to assess the quality of his work against the achievement standard how do you plan to do that?
>
> **Beth:** I try to just change my plan and my achievement criteria for him as well…(Lines 59 – 82, Interview 1, Beth, 5/09/2014).

By adjusting the planned and intended curriculum, Beth, potentially moved the student further away from the Australian Curriculum. Rather than adjusting the task through scaffolded learning or changed mode of expression or representation, in Beth's process of curriculum planning the achievement standard was changed for the student with disability so it was a different curriculum standard than for those of his or her peers. This seemingly minor action would risk the child's entitlement to the same curriculum as his or her classmates. Beth did seem aware of the consequences of this adjustment, as curriculum planning for students with disability was not associated with the formal curriculum planning processes. Instead, curriculum planning for students with disability was occurring through multiple regulatory texts in informal, personal and consequential ways.

The *Line of Sight* and *unit planning*, texts found in the textual hub, were used to plan curriculum for students with disability in the informants' respective classes. When questioned about how they applied these to texts to inform their planning for an individual student, only Claire was very clear about how the planning process was inclusive of the student in mind. The other teachers continued to talk generally about using the curriculum to plan for the individual student but were unable to be definitive as to how they did this. Beth and David had strong views about their use of individualised student's information to plan for the learner, but this was not referenced against the education-authority curriculum texts but rather teacher-generated texts that tracked and monitored learning. Significantly, aside from

the *Line of Sight* text, which was identified interchangeably with the *Australian Curriculum* during the conversations, informants earmarked teacher-generated texts as the most valuable texts. Further discussion revealed that *individual planning* generally focused around aspects of the Achievement Standard, which was only aspects of one subsection of the total curriculum. This practice also risks the likelihood of a student with disability having access to the full curriculum.

This research process enabled teachers to reflect on their own practices as they shared and described their curriculum planning processes for students with disability. There was recognition that there were disconnections in the planning process, "it's quite disconnected isn't it you know, you've got to try to connect the dots to have it all coming together but at the moment it quite disconnected for me" (Line 278, Interview 1, Claire, 9/09/2014). Alice said, "…it is like treading water the whole time" (Line 42, Interview 2, Alice, 17/10/2014). Smith (1988) highlights the importance of addressing the discourse mediated by texts by knowing the actual ongoing practices and sites of practices. Of the thirty-one texts identified by the informants, all four of the teachers used twelve of these, and three of them used ten of the same texts. In total twenty-two of the thirty-one texts were used by at least three of the teachers, and only two texts were used by individual teachers, when planning curriculum for students with disability. This level of consistency of texts identified by the teachers supported and maintained an historical way of working in the school through shared discourse and expectations of practice; which ensured the preservation of the influence these texts had on teacher practices at the time of this inquiry. To make changes to the curriculum planning process for students with disability teachers need to consider more than their personal standpoint, but also the social organisation of their work as mediated by the institutional texts. The following section considers principles for planning for equity and excellence for students with disability.

5.4 PLANNING FOR EQUITY AND EXCELLENCE FOR STUDENTS WITH DISABILITY

It was in the talking about their curriculum planning work for students with disability that the actualities of their everyday/everynight work the anomalies between their desired practices and their actual practices became apparent. In some cases, texts that had historical influence in planning for students with disability regulated teacher curriculum planning work but did not contribute to outcomes of equity and excellence through learning entitlement. For example, the *learning support grid* and *Individual Education Plan* (IEP) were texts that each of the teachers spoke about but when probed as to how these texts are used, there was no clear application or mediated actions attributable. However, in co-constructing the map each of the teachers included these texts as texts they used. There was a history of tacit endorsement of the *IEP* as a text, even though contemporary practice at E School suggests this document did not generally inform teacher planning. Use of this text was an administrative requirement with which teachers complied. Over time, historical texts were not removed or revisited.

Teachers read and interpreted the school culture, integrated this knowledge with their usage of chosen texts, while they were making continuous meaning of the array of planning texts. These actions of interpretation and meaning making occurred *in team planning meetings*, but additionally in isolation from each other or with like-minded colleagues who may not have been teaching the same year level. For example, David found collegial support through an online community, whereas Claire found professional support among the staff who were the early starters at school. These conversations with likeminded colleagues seemed to serve the purpose of reinforcing current practices. Where there was no challenge or rigorous professional dialogue mediating actions or perceptions there was also a risk of limiting opportunity for students with disability to engage fully in the mandated curriculum (Timperley, 2011). Claire was the only informant who overtly attempted to connect

curriculum planning for students with disability to the mandated Australian Curriculum, thereby meeting the requirements of equity and excellence as outlined in the support documents of the Australian Curriculum.

> **Claire:** It is …in the curriculum as well there is that beige…it is not completely black and white, which is good because sometimes it creates…professional judgement…
>
> **Interviewer (I):** So if I said to you equity and excellence for students with disabilities…what does that look like for you?
>
> **Claire:** I think it just goes back to that key word of access, making sure that they're having access to the curricula [Australian Curriculum] to their ability….it goes back to that inclusive practice in the classroom the learning (Lines 319 – 324, Interview 1, Claire, 9/09/2014).

Beth stated that it was through modifying her planning that equity was facilitated through access to learning sequences that addressed the student's specific learning needs and the measure of equity was through the student's achievement.

> **Interviewer (I):** So if I said to you, in the ACARA documents they talk about equity and excellence for all, thinking about J….. your planning for him…
>
> **Beth:** The first thing, equity, would like even if I'm changing and adjusting my plans for him I am giving him equity to the curriculum, and if he is excelling in that I am really doing equity for him and excellence….Because I am giving him, I am just feeding him what he needs….I can't give him what he is not capable of (Lines 204 – 207, Interview 1, Beth, 5/09/2014).

Alice spoke of the rigor of curriculum planning generally, but when asked specifically in relation to students with disability Alice relied on her experience to determine the most appropriate learning sequence. Both Beth and David used a range of student centred texts to plan curriculum for students with disability.

These teachers were not aware of the potential implications of reduced learning entitlement for students with disability when they did not use the full range of the digital mandated curriculum to plan for students and instead based their planning decisions on a re-

contextualised text, such as the *Line of Sight* text. The opportunity to engage in rigorous professional dialogue about learning entitlement, and equity and excellence for students with disability in the curriculum planning process is therefore one way to challenge the existing status quo.

The teachers spoke passionately of their devotion to teaching, yet the simplicity of the *Line of Sight* text coordinated their planning work. The *Line of Sight* document was designed to assist teachers to engage with the year level curriculum of a specified Learning Area in an easy to find, in an easily accessible format that aided with managing the work load of teachers (Brisbane Catholic Education, 2015a). Guidelines of how to use the document were provided which featured the colour coded highlighting. The education sector provided an accessible text to support teachers with curriculum planning but this had the effect of narrowing their engagement with all three dimensions of the digitally published Australian Curriculum. The teachers replaced the published digital Australian Curriculum with a static text that was not privy to revisions of the published text and nor was it dynamic; insomuch unless being referred to online there was no access to the hyperlinked components. The application of the teacher-generated planning appeared to be driven by values and beliefs about students with disability and concepts of learning entitlement for the student did not emerge through the interview process, even when teachers were prompted. The flexibility and contextual nature of teacher-generated texts are well suited to incorporate the personalised planning requirements for students with disability. When coupled with focused attention on linking personalised learning to the curriculum/syllabus requirements of each of the Learning Areas, students with disability will be more likely to have an increased opportunity to have their full learning entitlement realised.

Other texts associated with actions that mediated the curriculum for students with disability needed to be reconsidered at a school wide level in light of equity and excellence

and entitlement to the Australian Curriculum. On such text was the *learning support grid*, a school-endorsed text, that was a text that influenced the teachers' decision making about student ability groups and teacher aide allocation. The *learning support grid* was not used a source document for personalised planning. However, this text influenced, indirectly, what learning content the students were given access to through which learning ability group they were allocated. Students were put into ability groups, based on teacher decisions, for literacy and numeracy learning activities. In considering the way texts regulate access to entitlement, school leaders can ask questions about how such documents might reduce or enhance access to the Australian Curriculum for students with disability.

The *Individual Education Plan (IEP),* while identified as a key document, did not generate or coordinate further action. As a text, it did not mediate any further actions, but was a consequence of a series of actions. All the teachers talked about using the *IEP* through their interviews, but as was evidenced by their own individual mapping activity this text was not used to contribute to learning entitlement and access to the Australian Curriculum. Notably Alice and Beth talked about using the *IEP* but then instigated a detached *individual planning* process for the student with a disability in their class that was not contingent upon or supportive of the *IEP*.

> **Interviewer (I):** ..how do you manage the planning for him [student with a disability]…
>
> **David:** So the boy in my class he has a log that the school officer has to fill out, we've also got an IEP so we've chosen 2 goals. I'd like to say I can remember both; one of them is completing work 80% of the time independently or asking for help. So basically in my planning, I already know how to modify that task or procedure, I know automatically to alter the recipe…
>
> **I:** So how useful is the IEP in informing your planning for him?

> **David:** I think they gave me a starting point. I wouldn't say it gave me 100% because he has changed like, he's improved….(Lines 160 – 163, Interview 1, David, 10/09/2014).

The *IEP*, as a text, remained an isolated document with limited functional use (Dempsey, 2012). How these texts coordinated actions and mediated other texts and textual processes was dependent on how teachers interpreted the text both in their personal practice and within the institutional history. The IEP is a redundant text that needs to be replaced without losing sight of the personalised learning needs of students with disability. Having an understanding of the student's specific learning needs, and applying the principles of Universal Design for Learning (UDL) whereby curriculum is planned to enable multiple means of expression, engagement and representation (Cast Inc., 2015). And where necessary a personalised learning plan be generated for the student with disability based on the principles of UDL which could replace the IEP (Australian Government Department of Education and Training, 2015b; Cast Inc., 2015).

As the informants talked about how they planned curriculum this revealed how texts mediated each other, how texts coordinated their actions, and in particular which texts were minimally used. For example, the *learning support grid*, a ruling text, mediated actions differently. For Beth, this text did not lead to any further action, whereas for David this text coordinated actions related to *term planning*. By understanding why texts are used, and the social organisation of these texts, school leaders are provided with an opportunity to challenge the professional dialogue and supporting teachers to engage with both student centred aspects of planning as well as being curriculum focused.

Beth was the only teacher to discuss reporting of student progress, identifying the *student report card*, school-endorsed text. However, she also indicated her preferred method of reporting student progress was a *parent meeting*, a teacher-generated text. With deeper

inquiry as to why, Beth stated that the *student report card* inadequately addressed the learning progress of the student whereas the *parent meeting* enabled her to discuss, in detail, learning outcomes and learning progress. Beth attributed this textual process as a way of ensuring equity for the student. Beth was the only informant to address notions of equity and entitlement of student learning in her description of her everyday/everynight work, although her planning for students with disability was not tethered to the *Australian Curriculum*. Beth relied on her teaching experience to ensure the learning program for the student with disability addressed the individual learning goals that were generated at meetings with parents rather using the Australian Curriculum to guide her planning, and in doing so she controlled what was in or out of the learning program (Webster & Ryan, 2014). This process was reinforced by the existing institutional social organisation whereby teachers were able to choose their own curriculum planning.

The curriculum planning practices of these four teachers was cyclical in nature, predicated on locally produced teacher-generated texts as they worked to make meaning of their obligations of meeting the learning entitlement for students with disability, and equity and excellence for all. These teachers worked to plan curriculum for students with disability from their own standpoint, and in doing so, the texts they chose both mediated and reinforced their actions. The ruling relations emerged, as did the social organisation of their everyday/everynight work (Kerkham & Nixon, 2014). Teachers need to develop awareness and insight into what is at play and how this influences their practices in relation to the texts they choose, how they interpret the text and how these mediate their actions when planning curriculum for students with disability. They need to be aware of their preference and to be seeking balance to ensure that all students have full access to the curriculum and learning entitlement. Webster and Ryan (2014) propose that teachers make choices all of the time about what to include and what to exclude, but in this process something inevitably is left out.

It is interrogating what is left out and what lies behind that decision are values and beliefs made visible.

5.5 CONCLUSION

Institutional ethnography is predicated on "listening to discover the organising logic in their talk" (Campbell & Gregor, 2004, p. 111). Through the co-construction, mapping activity the informants, four primary school teachers, shared their assumptions about the texts as well as their values and beliefs about learning entitlement for students with disability. Through the dialogue the teachers demonstrated the constant curriculum planning decisions, as Webster and Ryan (2014) asserts it is not just looking at what is included and why but through interrogating what is left out and what was thinking behind the decision do you have a clearer understanding of drives. It was within these junctures the institutional status quo was challenged or maintained.

In the research study about a university disability study conducted by Karen Jung, she found that the terms the informants used when they talked about their experiences with their everyday/everynight work were controlled or governed by social organisation (Campbell & Gregor, 2004). The informants for this research inquiry talked of their identities as teachers throughout the focus group discussion and, particularly, in more detail in the first individual interview. In doing so, they also shared perspectives and in doing so patterns of the social organisation of knowledge emerged. The textual hubs were conduits for the everyday/everynight actions of the teachers. The talk with colleagues, who taught the same year level, was the social relations that governed the language used to describe the everyday/everynight work of curriculum planning for students with disability. For example, Alice stated that her colleagues recognised her as the person who did the planning about using technology and assisted her peers with this work.

Each teacher approached curriculum planning for students with disability confidently and were highly regarded by their principal for their competence in this area, yet there were significant difference in the texts they used, how they used the common texts and what they valued and subsequent actions that were coordinated by the texts. The teachers used texts from three sources, education-authority, school-endorsed and teacher-generated. Teacher-generated texts were optional texts, meaning that the teachers had full control of the shape and form of the texts and their use.

Values and beliefs shaped the choices of texts (Collinson, 2012). Beth wanted to know the student well so she chose to meet with parents more; Alice wanted to know the curriculum well so used the texts that supported this preferred way of working. The opportunity to deconstruct their work and reconstruct through the mapping exercise allowed the teachers to talk about and to examine their assumptions about what they plan to teach and how they use the texts in their planning. In identifying their respective standpoints, student centred or curriculum focused the starting point for their daily practices are articulated.

In discovering, how it happens (that is curriculum planning for students with disability) required me, as the researcher, to stand back and listen well to each of the teachers. Initially I anticipated a text would emerge that had a central role in coordinating actions, such as the education-authority produced *Model of Pedagogy* or possibly the *IEP*. However, what emerged was a series of texts mediating with each other and which coordinated sequences of actions. D. E. Smith (2006) identifies two approaches to investigating texts in motion, the first being where the text has a central role on coordinating actions. The second of these approaches is through intertextual hierarchy, a textual hub, coordinating sequences of actions. This research study is an example of the second approach. The intertextual hierarchy became apparent when the teachers constructed their own maps of their own curriculum planning processes. Regulatory texts, those that formed textual hubs, and subordinate texts

coordinated the everyday/everynight pattern of work of the teachers, these texts framed the everyday/everynight planning practices.

Using institutional ethnography I have explained how the location of the everyday/everynight work (Campbell & Gregor, 2004) of four primary school teachers influenced their understandings of and how they talk about the curriculum planning practices for students with disability to promote learning entitlement. This analysis has built an understanding of the translocal ruling practices that are occurring through the identification of regulatory texts, which could be either conversation or documents. There was no apparent hierarchy in the type of text, documents and conversations as texts were of equal value. However, there was hierarchy of text source, where texts where influenced and/or controlled by the teachers there was more ownership and engagement with the text. These texts formed textual hubs as they coordinated actions and mediated other texts.

The teachers in this inquiry operated from a preference to work with their own generated texts rather than education-authority or school endorse texts. In making the maps of their work practices, it became apparent that they were re-contextualising the education-authority and school-endorsed texts. They were making meaning of these texts for their own practices through the development and further refinement of the teacher-generated texts. Their values and beliefs systems about the texts influenced their interpretation of the texts, concurrently but significantly so did their values and beliefs about students with disability and their identity as a teacher.

Chapter 6: Conclusions

As an inquiry approach, institutional ethnography has three key foci, understanding the actualities of people, their doings and finally how these are coordinated and mediated by texts to create knowledge (D. E. Smith, 2005). This concluding chapter summarises how this inquiry has addressed these foci.

Using institutional ethnography, this inquiry sought to understand the problematic of how do curriculum texts mediate the daily practices of teachers who are working towards promoting equity and excellence through the provision of learning entitlement for students with disability. Encapsulated in this inquiry was a process of identifying the texts that teachers chose to reference when planning curriculum for students with disability and how these texts mediated the daily curriculum planning practices of these teachers. In understanding, how these texts coordinated sequences of actions it was necessary to investigate the teachers' interpretation of texts and how this was connected to their everynight/everyday work practices as they planned curriculum for students with disability. institutional ethnography was a valid methodological choice for this inquiry because this approach is concerned with discovering the how of the everyday/everynight work done by the informants(Campbell & Gregor, 2004). The precedence for this approach to this inquiry was discussed in detail in Chapter Three.

This inquiry identified the texts used by four well-regarded primary teachers who taught at the same school. Privileged texts were those texts used by the teacher, and were nominated independent of each other through the interviews. In seeking to understand how texts mediated the daily curriculum planning practices of teachers it was necessary to explore their lived experiences as a teacher and therefore their identity and how these work together

to influence their interpretation of texts. It is not judicious to analyse how the texts mediated their actions separately as the texts entwine with each other. Due consideration must also be given to understanding the lived experiences of the teachers. When these are viewed together an understanding of how these entwined concepts are mutually actualised to coordinate and mediate their daily work, that being the curriculum planning work for students with disability (D. E. Smith, 2005).

In Chapter One, I introduced the rationale for this important research; teachers and school leaders are deliberating about how to meet their obligations of learning entitlement for students with disability through the mandated Australian Curriculum. Understanding how teachers are planning for students with disability requires contemplation of the historical past in order to appreciate the current context was discussed in Chapter Two. The historical changes currently underway in school education in Australia as the result of the introduction of a nationalised curriculum are challenging educators and school leaders alike. Moreover, this is the first time in Australian education history that high expectations about learning entitlement, equity and excellence have been so explicitly articulated for students with disability. Schools are at a precipice of change in relation to education for students with disability. In Chapter Three, institutional ethnography, the approach for this inquiry, was explained and the validity of this approach discussed. Institutional ethnography seeks to understand the how of the everyday/everynight work, and in this inquiry, it was the work of four highly-regarded primary school teachers.

The problematic for this research inquiry was:

> How do curriculum texts mediate the daily practices of teachers who are working towards promoting equity and excellence through the provision of learning entitlement for students with disability?

Significantly, this inquiry revealed teacher-generated texts were used teachers by teachers when planning curriculum. These texts were often supplementary to the re-contextualisation of the *Australian Curriculum* by way of the *Line of Sight* text. Teachers were not using the source documents of the digitally published Australian Curriculum to guide their planning practices for students with disability and they were not seeing that the mandated curriculum had the capacity to meet the learning needs of students with disability in their class. Through the action of re-contextualisation and the social organisation that was associated with the *Line of Sight* text, such as the *team planning meeting*, reduced engagement with the authoritative mandated curriculum was reinforced. Furthermore, as teachers decided what is left in and what is left out when planning curriculum (Reid, 2014; Webster & Ryan, 2014) where there is reduced engagement with the authoritative curriculum including a re-contextualised textual form this risks full learning entitlement for all students, including students with a disability.

The two aims of my research project were realised through the inquiry approach. Those aims were to identify what texts teachers chose to reference and to understand how these texts mediated the daily curriculum practices with regard to students with disability. There were thirty-one named texts identified by the informants, from three sources – education authority, school endorsed and teacher generated. The texts the teachers' privileged reflected the position of the teachers as either student centred or curriculum (syllabus) focused, influenced by their personal standpoint. However, being either student centred or curriculum (syllabus) focused is an inadequate position, as it does not facilitate full learning entitlement. Teachers, when planning curriculum for students with disability, must be both student centred and curriculum (syllabus) focused to ensure they meet their obligations of equity and excellence as outlined in the Educational Goals for Young Australians.

The second aim, to investigate teachers' interpretation of texts in relation to their curriculum planning practices elicited a focus on the text source. As teachers were making meaning of texts, the text source became a key mediator, coordinating actions across texts and independent of texts which included generating re-contextualised texts. Additionally, it was found that teacher-generated texts were re-contextualised documents. Texts that formed textual hubs mediated additional texts and subsequent sequences or chains of actions. Although teacher-generated texts scaffolded a process of meaning making, these texts were also removed from original source texts, which inadvertently reduced access to the Australian Curriculum. The consequence of teachers' recontextualised engagement with the Australian Curriculum is missed opportunities of full learning entitlement for students notwithstanding potentially reduced access to the curriculum content in the Learning Areas as well as the General Capabilities and the Cross Curricula Priorities.

6.1 PERSONAL REFLECTIONS FROM THE STANDPOINT OF AN INSIDER

Through the course of this inquiry, I met four primary teachers all of whom were working hard to meet the learning needs of the students with disability in their care. These teachers spoke of their commitment to their chosen vocation, teaching, and through the course of our conversations, their enthusiasm about their work was evident in the way the spoke about their daily practices. This was not just the words they used to describe their work but also the tone of their communication and their body language. My reflections at the time of these conversations were that these teachers do not need to work harder.

I have recently returned to a school, for a school term, as a teacher. This experience contributes to my standpoint, as insider, I reengaged with the everyday/everynight work of a teacher. A direct result of this experience has been the high esteem for which I hold the four teacher volunteers for this inquiry. These teachers spoke competently of their work practices and were resolute in their determination to provide the very best education for students in

their care. All the while, these teachers were managing the increasingly complex demands being placed on them by their colleagues, the parents of their students, the students themselves and the school administration. Furthermore, the impact of the hurly burly nature of working with young children should never be underestimated. However, my abiding reflection is the intensity of the interchange of the emotional and physical demands of this work and it is not easy to capture this complexity in the research data or literature. The everyday/everynight work of teachers is increasingly time demanding and cognitively challenging as teachers learn new ways of working in response to the implementation of the Australian Curriculum.

So while this thesis contends that teachers are struggling to meet obligations of equity and excellence through full learning entitlement to the mandated Australian Curriculum for students with disability an institutional response is required. This thesis did not seek to judge individual teachers engagement with their obligation but recognise of the complexity of the demands of an ever changing Australian Curriculum, that has been constantly reviewed, at the same time teachers are trying to make meaning. As a way forward, if textual hubs maintain status quo, it is through systemic levels that teachers can be supported to realise how to meet obligations of learning entitlement for students with disability without requiring teachers to work harder.

6.2 LIMITATIONS OF THIS INQUIRY

One of the limitations of this study was the small numbers of teachers, all of whom were teaching at the same primary school. Therefore, understanding the everyday/everynight work of teachers in this research inquiry is limited to this primary context. However, limited generalisations extrapolated from this initial inquiry are possible as the teachers in the inquiry were from a variety of teaching backgrounds and stages in their careers.

Recent examples of studies using an institutional ethnography approach have focused on tracking how identified a key text mediated the everyday/everynight work of participants and the social organisation of these actions. This research inquiry focused on identifying which texts teachers chose to use, the emerging texts were then analysed to discover the social organisation of knowledge, how these texts mediated teachers' actions. The institutional ethnography literature confirms this to be a valid choice for this type of research, however, there is a risk of minimising the complexity of the processes undertaken when planning curriculum for students with disability. The ethnographic cartography produced through the mapping activity does not facilitate a full understanding of the text; the dialogic process associated with the text is both iterative and dynamic action and is therefore difficult to capture in a static document, such as a map.

6.3 SIGNIFICANCE

This research inquiry adds to the body of growing knowledge in the application of institutional ethnography as a research approach in an educational context. The intertextual hierarchy of the *Line of Sight* text significantly informs curriculum-planning practices of teachers. Moreover, the textual source hierarchy adds a dimension for consideration. Teacher-generated texts were highly valued by the teachers, the challenge remains for school leaders to mentor teachers to seek alignment of teacher-generated texts with school-endorsed texts and education-authority texts.

The implementation of a nationalised curriculum that is mandated, there is an explicit expectation of equity and excellence and a learning entitlement for all students, including those with disability to become active and informed citizens, as originally cited in The Melbourne Declaration (2008) (Australian Curriculum Assessment and Reporting Authority (ACARA), 2012). This research inquiry significantly draws attention to teacher daily practices as they work towards making these goals tangible for all of the students they teach.

Teachers and school leaders do not have guidelines as to how to achieve these equity goals in education for students with disability, and there is no precedence to draw upon. This thesis is a step towards providing an understanding of how teachers are planning curriculum for students with disability in their everyday/everynight practices as they provide equitable education for these students.

6.4 RECOMMENDATIONS

This inquiry concludes with suggested recommendations or considerations for further research and school leaders. Contemporary school leaders undertake the complex task of instructional leadership through challenge and support of teachers to meet the learning entitlement obligations as outlined in The Melbourne Declaration, supported by the human rights agenda associated with the United Nations Convention of the Rights of Persons with Disability (UNCRPD) all of which underpin the current National Disability Strategy. Drawing from my research analysis, I make three key recommendations from this research study. I make three recommendations:

i) Consider which texts expeditiously value add to the curriculum planning, supporting teacher practices to implement these texts;

ii) Dismiss curriculum planning processes for students with disability that are not linked the Australian Curriculum, such as the IEP and

iii) The relationship between student centred and curriculum (syllabus) focus is important; instructional leadership needs to include strategies for challenging teachers to attend to both when planning curriculum for students with disability.

1. *School leaders consider which texts act as hubs, and which texts expeditiously value adds to the curriculum planning, supporting teacher practices to implement these texts.*

Teachers are working long hours to plan learning for students. These teachers talked of the constant and persistent attention to planning curriculum. Thirty-one texts were referred to when planning curriculum, including key texts that were recontextualised so there was a risk of having the intent and purpose of the original text being misinterpreted. The large number of texts being used over-complicates, or adds an additional layer of work for teachers, with a number of texts being generated by teachers to assist them to make meaning of other texts. This curriculum planning landscape needs to be de-cluttered. To do this, school leaders need to work from a principled position to ensure equity and excellence and learning entitlement are not minimised, whilst leading learning to ensure all texts used by teachers are value adding to the planning process, not hoop jumping or recontextualising texts due to a lack of clarity and real understanding.

Understanding which texts act as hubs or levers of actions will enable school leaders to investigate ways that these hubs mediate teacher planning practices that ensure both sides of the planning ellipse are considered, student centred planning and curriculum (syllabus) focused planning. Using the mapping activity demonstrated in this thesis provides a process for teachers to map their curriculum planning process and an opportunity for school leaders to dialogue with teachers about their everyday/everynight work.

The teacher-generated texts were the most re-contextualised, yet the most powerful, and the least likely to resemble the intent of the curriculum, but from the teachers' perspective the most useful in the daily work. Therefore, it is incumbent on school leaders to seek ways to engage teachers in professional discussions to ensure teacher-generated texts align with the mandated curriculum.

2. *Dismiss curriculum planning processes for students with disability that are not linked to the Australian Curriculum.*

Teachers were engaging in detailed curriculum planning practices for students with disability that was not always linked to the mandated curriculum, the Australian Curriculum. Moreover, there is at times, parallel planning activities being undertaken by teachers. Parallel curriculum planning practices not only increases the everyday/everynight work of teachers there was also reduced access and participation for students with disability in the mandated curriculum. During the interview conversations the teachers named texts that they were using for all students, but then went on to explain in more detailed the additional planning they were undertaking for students with disability. This work was taking considerable attention and time to document and implement. Despite probing questions, three of the informants did not identify issues of equity and excellence in relation to access to the mandated curriculum as part of their considerations when planning. All of the teachers talked of parallel planning practices based on various sources of student data, which was not well aligned with Achievement Standards of the Australian Curriculum. However, there was consideration about what is fair, what is 'right for that student'. The language used demonstrated the focused attention on access and participation rather than learning entitlement.

3. *The relationship between student centred and curriculum focus is important; instructional leadership needs to include strategies for challenging teachers to attend to both when planning curriculum for students with disability.*

Each of the teachers talked of their self-identity as a teacher, a standpoint from which they operated as being either student centred or curriculum focused. To ensure students with disability have their learning entitlement met it is necessary for teachers to move; with fluidity through the ellipse of student centred planning and curriculum focused planning. In doing so, a personalised planning approach to engage with the Australian Curriculum meets the obligations of equity and excellence and learning entitlement.

A personalised planning approach recognises and respects learning differences, equips teachers to respond to learning differences within the framework of the mandated curriculum for all students. The consequence of a curriculum for all Australian students is schooling for students is being reconceptualised.

6.5 CONCLUSION

Inclusive education practices are moving into a new era, beyond merely being student access to facilities into a new level of understanding of the human rights agenda associated with equity and excellence in schooling. The quality of instructional design and practices are equated with high expectations for students with disability. Moving teachers to consider their curriculum planning practices to be more than meeting obligations, while disrupting a default position that does not consider equity and learning entitlement for students with disability, is yet to be achieved and is the next challenge. Teachers need to be able to move with fluidity between student centred planning and curriculum focused planning and school leaders need to know how to support teachers to do this.

Appendices

APPENDIX A: ETHICS APPROVAL

Queensland University of Technology Brisbane Australia	**PARTICIPANT INFORMATION FOR QUT RESEARCH PROJECT – Focus Group and Individual Interview –**

Understanding curriculum planning practices that promote equity and excellence for students with disability

QUT Ethics Approval Number 1400000418

RESEARCH TEAM

Principal Researcher:	Jeanine Gallagher	Student
Associate Researcher:	Dr Jill Willis	Lecturer and Principal Supervisor
Associate Researcher:	Professor Suzanne Carrington	Head of School and Associate Supervisor

School of Cultural and Professional Learning, Faculty of Education
Queensland University of Technology (QUT)

DESCRIPTION

This project is being undertaken as part of Master of Education (Research) for Jeanine Gallagher.

The purpose of this project is to understand how teachers are planning curriculum for students with disability.

You are invited to participate in this project because you have been identified as a teacher who teaches students with disability.

PARTICIPATION

Your participation will involve two focus groups discussion and two one to one interviews at an agreed location. The sequence of these discussions is an initial focus group, followed by a one to one interview, then another one to one interview concluding with the final focus group. The focus group discussions will involve talking in front of others, the focus group discussions and one to one interviews will be audio recorded. In addition to the focus group and interviews I would like to collect examples of working documents for the purposes of further understanding your curriculum planning practices. Sharing of documents is entirely voluntary.

The initial focus group discussion will take approximately 30 – 40 minutes of your time. Questions will include describing the texts you use when you plan curriculum for students

with disability. The second focus group will take approximately 20 – 30 minutes of your time. This interview will provide an opportunity for you to review the transcript of the initial focus group and to seek or provide further clarification, and approve the final version. You need to be aware that all participants will see the whole focus group transcript.

The initial one to one interview will take will take approximately 30 – 40 minutes of your time, and will take place at a mutually agreed location. Questions will include asking you to describe how you plan curriculum for students with disability. The second one to one interview, at an agreed location, will take approximately 20 – 30 minutes of your time. This interview will provide an opportunity for you to review the transcript of the initial interview and to seek or provide further clarification, and approve the final version of the transcript.

Your participation in this project is entirely voluntary. If you do agree to participate you can withdraw from the project without comment or penalty. If you withdraw, on request any identifiable information already obtained from you in the one to one interview will be destroyed; however your comments in the focus group discussion will be included in the transcript as it would not be possible to separate your contributions. All documents collected will be de-identified. Your decision to participate or not participate will in no way impact upon your current or future relationship with QUT or with Brisbane Catholic Education.

EXPECTED BENEFITS

It is expected that this project will not benefit you directly. However, it may benefit in developing an understanding of the daily work of classroom teachers in planning curriculum for students with disability in their class.

To compensate you for your contribution should you choose to participate, the research team will provide you with light refreshments while attending the interviews and focus groups.

RISKS

There are minimal risks associated with your participation in this project. These include the inconvenience of time to participate and potential discomfort as a result of anxiety associated with being interviewed.

QUT provides for limited free psychology, family therapy or counselling services for research participants of QUT projects who may experience discomfort or distress as a result of their participation in the research. Should you wish to access this service please contact the Clinic Receptionist of the QUT Psychology and Counselling Clinic on 3138 0999. Please indicate to the receptionist that you are a research participant.

Brisbane Catholic Education provides limited free psychology services for employees. Should you wish to access this service please contact 1800 808 374. More information about this service is available on the Brisbane Catholic Education KWeb: Employee Assistance Program.

PRIVACY AND CONFIDENTIALITY

All comments and responses will be treated confidentially unless required by law. Your name is not required in any of the responses. This project involves an audio recording. You will have the opportunity to ratify your comments and responses prior to the final conclusion. Your

information will be de-identified, using an unrelated pseudonym if nomenclature is required. The audio recordings will be destroyed following your ratification of the transcript.

Pseudonyms will be used for all participants and the school in the final publication of results. However it is possible that the identities of participants may be evident to readers who are familiar with the research project or if they have intimate knowledge of the school. Wherever possible I will remove nonessential potential identifiers in publications and the participants will be able to refuse inclusion of their information in the thesis.

CONSENT TO PARTICIPATE

We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate.

QUESTIONS / FURTHER INFORMATION ABOUT THE PROJECT

If have any questions or require further information please contact one of the research team members below.

Jeanine Gallagher	jeanine.gallagher@student.qut.edu.au	3440 7918
Dr Jill Willis	jill.willis@qut.edu.au	3138 3798
Professor Suzanne Carrington	sx.carrington@qut.edu.au	3138 3725

CONCERNS / COMPLAINTS REGARDING THE CONDUCT OF THE PROJECT

QUT is committed to research integrity and the ethical conduct of research projects. However, if you do have any concerns or complaints about the ethical conduct of the project you may contact the QUT Research Ethics Unit on 3138 5123 or email ethicscontact@qut.edu.au. The QUT Research Ethics Unit is not connected with the research project and can facilitate a resolution to your concern in an impartial manner.

Thank you for helping with this research project. Please keep this sheet for your information.

Queensland University of Technology
Brisbane Australia

CONSENT FORM FOR QUT RESEARCH PROJECT
– Focus Group and Individual Interview –

Understanding curriculum planning practices that promote equity and excellence for students with disability

QUT Ethics Approval Number 1400000418

RESEARCH TEAM CONTACTS

Jeanine Gallagher	jeanine.gallagher@student.qut.edu.au	3440 7918
Dr Jill Willis	jill.willis@qut.edu.au	3138 3798
Professor Suzanne Carrington	sx.carrington@qut.edu.au	3138 3725

STATEMENT OF CONSENT

By signing below, you are indicating that you:

- Have read and understood the information document regarding this project.
- Have had any questions answered to your satisfaction.
- Understand that if you have any additional questions you can contact the research team.
- Understand that you are free to withdraw at any time, without comment or penalty.
- Understand that you can contact the Research Ethics Unit on 3138 5123 or email ethicscontact@qut.edu.au if you have concerns about the ethical conduct of the project.
- Understand that the project will include an audio recording.
- Agree to participate in the project.

Name .....

Signature .....

Date .....

Please return this sheet to the investigator.

APPENDIX B: ALICE'S MAP

APPENDIX C: BETH'S MAP

APPENDIX D: CLAIRE'S MAP

APPENDIX E: DAVID'S MAP

APPENDIX F: LINE OF SIGHT DOCUMENT

Year level description – Year 1

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

Content descriptions

Language	Literature	Literacy
Language variation and change • Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443) **Language for interaction** • Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444) • Understand that there are different ways of asking for	**Literature and context** • Discuss how authors create characters using language and images (ACELT1581) **Responding to literature** • Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) • Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583) **Examining literature** • Discuss features of plot, character and setting in different types of literature	**Texts in context** • Respond to texts drawn from a range of cultures and experiences (ACELY1655) **Interacting with others** • Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) • Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) • Make short presentations using some introduced text

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

Achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features,

information, making offers and giving commands (ACELA1446)

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

Text structure and organisation

- Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)
- Understand patterns of repetition and contrast in simple texts (ACELA1448)
- Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)
- Understand concepts about print and screen, including how different types of texts

and explore some features of characters in different texts (ACELT1584)

- Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)

Creating literature

- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)

structures and language, for example opening statements (ACELY1657)

Interpreting, analysing, evaluating

- Describe some differences between imaginative informative and persuasive texts (ACELY1658)
- Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)

images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters. **Productive modes (speaking, writing and creating)** Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.	are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450) **Expressing and developing ideas** • Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) • Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) • Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)		**Creating texts** • Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) • Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) • Write using unjoined lower case and upper case letters (ACELY1663) • Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)

	• Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) • Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778) • Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455) **Sound and letter knowledge** • Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457) • Recognise sound—letter matches including		

	common vowel and consonant digraphs and consonant blends (ACELA1458) • Understand the variability of sound — letter matches (ACELA1459)		

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